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ABSTRACT

This manual is designed for superintendents, principals, teachers, and interested community members who are conducting self-evaluations as prescribed by Ohio Minimum Standards for Elementary and Secondary Schools. Its objective is to provide districts with direction to engage in self-evaluation studies using assessment instruments that promote discussions of the programs and that provide a procedure for identifying problems and generating recommendations to ameliorate the problems. Although the evaluation of the educational program and resources is mandatory, the use of this document is optional. Process and survey instruments included in this document are designed to allow flexibility at the district level. Only one instrument is provided for each area to be evaluated. Assessment instruments for educational programs include: (1) philosophy of education and educational goals; (2) curriculum and instruction programs in general curriculum, business education, economics, English language arts, fine arts, foreign languages, health education, home economics, industrial arts, mathematics, physical education, reading, science, and social studies; (3) educational options; and (4) experimental program. Instruments for assessing educational resources are included for: (1) certificated and classified staff; (2) instructional materials and equipment, including library; (3) facilities; (4) pupil health and safety; (5) pupil cumulative records; (6) pupil admission, placement, and withdrawal; (7) pupil attendance and conduct; (8) school guidance services, and community relations program. Examples of five-year schedules are provided. (JAZ)

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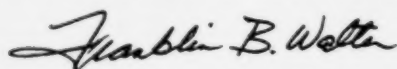
FOREWORD

Ohio's educators have traditionally worked hard to provide the best possible education for their students. The activity to improve education in Ohio during the past several years has been remarkable. Public and nonpublic schools have made great strides in implementing the Minimum Standards for Elementary and Secondary Schools.

Numerous teachers and administrators have commented on the utility of the Ohio Department of Education's implementation series consisting of fourteen documents that have been available since 1983. These publications have been found to be a great help in designing educational programs that not only meet the requirements of standards, but enable schools to consider various ways in which to provide quality education.

As educators continue to seek to provide excellence throughout their programs, there have been many inquiries about other parts of the standards not addressed by the implementation series. The department has identified areas of most common concern and has prepared this leadership series consisting of nine documents. As was the case with most of the documents in the original implementation series, the leadership series serves to specify the requirements of standards. Additional information, guidelines, procedural steps, and sample forms may be presented that go beyond what the standards require. The purpose is to provide information to help schools plan to meet their needs and provide the best possible education for their students.

The assistance of school personnel who contributed their time, expertise, and materials is greatly appreciated. Recognition and sincere thanks are extended to the department staff members who worked to make these publications possible.



Franklin B. Walter
Superintendent of Public Instruction



TABLE OF CONTENTS

I. INTRODUCTION	3
II. HOW TO USE THE SELF-EVALUATION INSTRUMENTS	4
III. EDUCATIONAL PROGRAM (3301-35-02)	9
(A) Philosophy of Education and Educational Goals	9
(B) Curriculum and Instruction	13
General curriculum (course of study, competency based education, lesson plans, progress reports, promotion and retention, graduation requirements, diplomas, awarding credit, and school year)	13
Business education	19
Economics	23
English language arts	27
Fine arts (art and music)	32
Foreign languages	43
Health education	47
Home economics	52
Industrial arts	55
Mathematics	60
Physical education	66
Reading	71
Science	77
Social studies	83
(C) Educational Options	89
(D) Experimental Program	94
IV. EDUCATIONAL RESOURCES (3301-35-03)	97
(A) Certificated and Classified Staff (teacher-pupil ratio, educational service personnel, principal, supervision, clerical and custodial staff, staff evaluation, inservice education, professional library, and planning time)	97
(B) Instructional Materials and Equipment, Including Library	101
(C) Facilities	105
(D) Pupil Health and Safety	109
(E) Pupil Cumulative Records	114
(F) Pupil Admission, Placement and Withdrawal	117
(G) Pupil Attendance and Conduct	120
(H) School Guidance Services	123
(I) Pupil Activity Programs	129
(J) Community Relations Program	132
V. EXAMPLES OF FIVE-YEAR SCHEDULES	136

INTRODUCTION

I. INTRODUCTION

This manual is designated for superintendents, principals, teachers and interested community members who are conducting self-evaluations as prescribed by Minimum Standards for Elementary and Secondary Schools.

Rule 3301-35-02(E) requires

The educational program provided in accordance with paragraphs (A) to (E) of this rule shall be evaluated at least once every five years. Evaluation procedures shall be conducted according to professionally recognized criteria and procedures.

Rule 3301-35-03(K) requires

Educational resource allocation in accordance with paragraphs (A) to (J) of this rule shall be evaluated at least once every five years. Evaluation procedures shall be conducted according to professionally recognized criteria and procedures.

Meeting the requirement of these rules and the ultimate follow-through activities will provide an opportunity to establish conditions to promote a general education of high quality. The emphasis of this exercise should not be limited to the evaluation. The benefit of the total process comes with the follow-through activities. After identification of the needs in a particular area, the district/school will make a list of recommendations. The follow-through activities involve a plan of action for putting the recommendations into place.

Although the evaluation of the educational program and resources is mandatory, the use of this document is optional. The selection of evaluation instruments can be decided by school personnel. This document provides only one instrument for each area to be evaluated. It should be useful to those who choose to use it.

School personnel should feel free to use these instruments as designed or in conjunction with other instruments. When the instruments are used as designed, those participating in the evaluation process may provide additional information.

SELF-EVALUATION INSTRUMENTS

II. HOW TO USE THE SELF-EVALUATION INSTRUMENTS

A. RATIONALE

Many approaches and instruments are available for school district representatives to make a comprehensive self-evaluation of their educational status and needs. Indeed, some systematic approach to the identification and prioritization of needs appears important. This document provides districts with direction to engage in self-evaluation studies using assessment instruments that promote substantive discussions of the programs and services of the district and that provide a procedure for identifying problems and generating recommendations to ameliorate the problems.

A process, supplemented by supporting instruments, has been outlined which enables the educational system to be examined in a structured and meaningful manner. Specifically, the district can be assisted in completion of the following activities:

- (1) identifying the educational status and needs currently perceived by various constituencies,
- (2) evaluating those perceived needs in light of existing evidence,
- (3) assessing the extent to which effort and resources should be expended in meeting identified needs,
- (4) developing recommendations for improvement, and
- (5) using the resulting recommendations and resources in developing an overall plan of action to meet the priority needs.

The approach contained herein is designed to be systematic and easy to administer. Districts wishing to use a broad base of information, increase community involvement, and establish a procedure to gather appropriate data should find the process and instruments helpful. The process minimizes expenditure of time and money and maximizes the usefulness of the decision-making information that it generates.

In addition to assessing and evaluating the adequacy of current programs and services and planning improvements where needs exist, districts also have the opportunity to

- (1) increase community participation in the determination of local educational needs,
- (2) assist boards of education in identifying priorities,
- (3) develop a defensible basis for allocating limited resources to high-priority needs,
- (4) provide documentation of district needs for state and federal grant applications,

SELF-EVALUATION INSTRUMENTS

- (5) increase communication within the district and gain wider support for program planning efforts,
- (6) identify staff perceptions and staff development needs,
- (7) relate problems identified in the district to resources available through state and national sources,
- (8) obtain longitudinal data related to program and other district needs for planning and evaluation.

B. PRELIMINARY REQUIREMENTS

It is anticipated that the steps necessary to implement the self-evaluation process could be completed within a two-month period, depending on the number of needs identified and the strategy selected.

Conditions which should assist in ensuring success while implementing the self-evaluation process include

- (1) determination of a clear-cut rationale for undertaking the process,
- (2) identification of a coordinator who possesses group process, management and planning skills,
- (3) determination of roles for all participants,
- (4) determination of tentative timelines for completing the process,
- (5) preparation of the participants who engage in the process.

Adherence to these conditions should result in more effective, beneficial experiences for all involved.

C. EMPHASIS ON FLEXIBILITY

The process and survey instruments included in this document are designed to allow flexibility at the district level. Depending on the five-year self-study cycle which is developed, detailed studies of key programs and resource areas can be addressed in an orderly fashion. Further, the instruments allow the addition of needs statements which may be unique to the district.

District personnel are encouraged to implement the process in a manner that is most appropriate to local needs. Each step in the process involves choices in response to the local situation. The choices made may determine the extent to which useful information will be generated and the extent to which conclusions will be supported by the constituencies of the district.

For example, the approach may be to use one or more instruments with

- (1) representatives of the district or school staff,
- (2) parents or community representatives,
- (3) the total district staff,
- (4) representatives of both the professional staff and community.

SELF-EVALUATION INSTRUMENTS

D. ORGANIZING THE PROGRAM

A key step in implementing any process is to establish a personnel structure to coordinate and conduct the self-evaluation. Major activities include selecting a project coordinator, publicizing the process, and identifying potential participants. Alternatives are available at each phase, the choice of which may influence the character and effectiveness of the project.

The coordinator should be appointed for the duration of the project. This person may be from the district staff or represent a school or community group. Most importantly, the coordinator should meet locally established qualifications and be fully aware of and able to meet responsibilities of the position.

Effective public relations are also essential to the overall success of the project. The individuals participating in the process and those who will take action on the resulting recommendations must be informed from the beginning. By disseminating information at an early stage, opportunities for obtaining cooperation in implementing the process and for winning district, school and community acceptance of the outcomes of the project should be maximized.

Another basic task is to identify individuals and members of groups who will participate in the self-evaluation and reflect the perception of needs in the district. A number of considerations bear on the selection of these participants:

- (1) the purpose for which the self-evaluation is being conducted,
- (2) the relative ease with which various individuals and groups in the community can participate in the process,
- (3) the relative importance of involving a particular group at some stage of the process,
- (4) the resources which can be devoted to surveying various groups.

In addition, district personnel might discuss whether some individuals and groups are more appropriate as participants with some instruments than with others.

E. REVIEW ASSESSMENT RESULTS AND VALIDATE TARGET NEEDS

When the self-evaluation instruments have been completed by all participants, the coordinator and support staff should categorize the returns. The assessment instruments use a numerical rating system to enable participants to appraise the current district status, and at the same time, determine what the desired level of a program or service should be. Numerical scores should be compiled for each statement of each instrument, both for the current status and desired status.

SELF-EVALUATION INSTRUMENTS

The average (mean) rating of each item can be determined by dividing the total number of points (from the 1-5 scale) by the number of persons responding to the item. The difference between the average of the current status and the average of the desired status will establish the discrepancy for any single item of the instrument. The discrepancy level represents the initial indication of potential target needs.

Attention also should be given by the participants to any available data which may help validate high-priority needs. Evidence and results for this validation could include

- (1) norm-referenced test scores,
- (2) criterion-referenced test scores,
- (3) attendance data,
- (4) cost studies,
- (5) district program plans,
- (6) census data,
- (7) written survey results,
- (8) interview results from community members and others,
- (9) state and national curriculum and resource studies.

As a result of working through the assessment instruments and examining other available data, target needs can be validated.

The validated target needs should then be ranked in order of importance. This may be accomplished purely on the basis of average ratings or as influenced by available and convincing support data. In addition, the participants should be made aware of any legally-mandated requirements of educational programs in the district, as these requirements may limit the district's capacity to effect changes in certain need areas.

The coordinator should review the ranked listing of validated high-priority needs to ensure that consensus about the validity and importance of these problems has been reached. Finally, the identified needs, conclusions, and recommendations should be presented in written form to the appropriate district authorities.

Following review of the formal report, it may prove useful to implement a number of dissemination alternatives, including these:

- (1) a report to the district staff,
- (2) articles in district publications and the annual report,
- (3) a brochure or flyer for general distribution,
- (4) releases to local news media.

SELF-EVALUATION INSTRUMENTS

F. PLAN OF ACTION

Having completed all preliminary activities, the administration and board of education can proceed to develop a plan for addressing solutions focused on the identified needs. The most appropriate focus of responsibility for generating solutions will depend on the organizational and administrative characteristics of the district. Final steps of the process will also vary considerably from district to district, but the following activities may be used as a planning guide:

- (1) analyze the discrepancy statements and recommendations to identify areas where needs appear to merit the most immediate attention,
- (2) generate alternative solutions and strategies for meeting the needs,
- (3) select the areas of highest priority and develop an action plan within available resources,
- (4) implement the plan of action,
- (5) evaluate solutions and strategies to determine if the recommendations resulting from the self-evaluation study have been appropriately addressed.

The overall goal of the evaluation process is to improve the programs and services available to students. Self-studies are designed to enhance decision making by incorporating the experience and knowledge of community members and the professional staff throughout the process. The way in which the administrative team handles the recommendations that result from evaluation studies will make it clear to participants whether the process generates substantive benefits for students or constitutes merely an academic exercise.

EDUCATIONAL PROGRAM

III. EDUCATIONAL PROGRAM

A. PHILOSOPHY OF EDUCATION AND EDUCATIONAL GOALS

For each of the statements, circle the number to the left, which best reflects your judgment as to the current status of the practice (1-low, 5-high). To the right of the statement, circle the number which indicates the status desired for the practice in your district. Provide a summary of changes and resources required to bring about a better match in each instance where a discrepancy exists between the current and desired status.

Current Status		Desired Status
1 2 3 4 5	1. The development or review committee is composed of a representative sample of district personnel and community members. Changes _____ Resources Required _____	1 2 3 4 5
1 2 3 4 5	2. The district philosophy is general enough to serve as a foundation for all subjects but specific enough to guide the development of educational goals. Changes _____ Resources Required _____	1 2 3 4 5
1 2 3 4 5	3. There is clear and concise language used in the philosophy and goals. Changes _____ Resources Required _____	1 2 3 4 5

PHILOSOPHY AND GOALS

Current Status						Desired Status				
1	2	3	4	5	4. The district philosophy reflects consideration of the school's role in personal development of students and the needs of society at large. Changes _____ Resources Required _____	1	2	3	4	5
1	2	3	4	5	5. The philosophy and educational goals reflect the district's attention to special education. Changes _____ Resources Required _____	1	2	3	4	5
1	2	3	4	5	6. The roles of the community, school staff, and students are defined in the philosophy and goals. Changes _____ Resources Required _____	1	2	3	4	5
1	2	3	4	5	7. Copies of the philosophy and goals are provided to all members of the staff. Changes _____ Resources Required _____	1	2	3	4	5
1	2	3	4	5	8. The principal, at least once per year, discusses the content of the philosophy and goals with the staff. Changes _____ Resources Required _____	1	2	3	4	5

PHILOSOPHY AND GOALS

Current Status						Desired Status				
1	2	3	4	5	9. Copies of the philosophy and educational goals are shared with members of the community.	1	2	3	4	5
					Changes _____					

					Resources Required _____					

1	2	3	4	5	10. The review or revision of the philosophy and goals revolves around suggestions made by members of the staff and members of the community.	1	2	3	4	5
					Changes _____					

					Resources Required _____					

• What statements should be added to those identified?

1	2	3	4	5	1. _____	1	2	3	4	5

					Changes _____					

					Resources Required _____					

PHILOSOPHY AND GOALS

Current Status						Desired Status				
1	2	3	4	5	2.	1	2	3	4	5

					Changes _____					

					Resources Required _____					

- What other sources of data should be evaluated in the review of the philosophy of education and educational goals?

- What conclusions can be drawn from the review of the philosophy of education and goals?

- List in order of priority the recommendations that need to be implemented relative to the philosophy of education and goals.

CURRICULUM AND INSTRUCTION

B. CURRICULUM AND INSTRUCTION

1. GENERAL CURRICULUM

For each of the statements, circle the number to the left, which best reflects your judgment as to the current status of the practice (1-low, 5-high). To the right of the statement, circle the number which indicates the status desired for the practice in your district. Provide a summary of changes and resources required to bring about a better match in each instance where a discrepancy exists between the current and desired status.

Note: The general curriculum instrument is to be used in combination with any of the curriculum area instruments.

Current Status						Desired Status				
1	2	3	4	5	1. Courses of study reflect a balanced, integrated curriculum. Changes _____ Resources Required _____	1	2	3	4	5
1	2	3	4	5	2. The curricular programs reflect ongoing assessment and refinement. Changes _____ Resources Required _____	1	2	3	4	5
1	2	3	4	5	3. Time allocations indicate a balanced curriculum. Changes _____ Resources Required _____	1	2	3	4	5
1	2	3	4	5	4. All faculty members understand the district's competency based programs. Changes _____ Resources Required _____	1	2	3	4	5

GENERAL CURRICULUM

Current Status						Desired Status				
1	2	3	4	5	5. Staff members are trained to use a variety of assessment techniques that are appropriate to a specific subject area. Changes _____ Resources Required _____	1	2	3	4	5
1	2	3	4	5	6. Teachers have been provided inservice and materials which assist in their understanding of guidelines governing the use of assessment results. Changes _____ Resources Required _____	1	2	3	4	5
1	2	3	4	5	7. Staff members use a variety of intervention procedures in competency based programs. Changes _____ Resources Required _____	1	2	3	4	5
1	2	3	4	5	8. Teachers are in touch with state and national trends and research in their curricular area, through	1	2	3	4	5
1	2	3	4	5	8.1 conferences	1	2	3	4	5
1	2	3	4	5	8.2 membership in curriculum organizations	1	2	3	4	5
1	2	3	4	5	8.3 professional study Changes _____ Resources Required _____	1	2	3	4	5

GENERAL CURRICULUM

Current Status						Desired Status				
1	2	3	4	5	9. Lesson plans are viewed as an important component of instructional preparation. Changes _____ _____ Resources Required _____ _____	1	2	3	4	5
1	2	3	4	5	10. Lesson plans clearly indicate the content that is found in the adopted course of study. Changes _____ _____ Resources Required _____ _____	1	2	3	4	5
1	2	3	4	5	11. Teachers make use of a variety of media for learning through many senses. Changes _____ _____ Resources Required _____ _____	1	2	3	4	5
1	2	3	4	5	12. Adapted programs are provided in any curricular area for students whose needs are not met in the general program. Changes _____ _____ Resources Required _____ _____	1	2	3	4	5
1	2	3	4	5	13. Progress reports encourage increased communication between parents and teachers. Changes _____ _____ Resources Required _____ _____	1	2	3	4	5

GENERAL CURRICULUM

Current Status						Desired Status				
1	2	3	4	5	14. There are established procedures for articulation among teachers of individual curriculum areas at various grade levels. Changes _____ Resources Required _____	1	2	3	4	5
1	2	3	4	5	15. Staff members uniformly apply promotion and retention procedures. Changes _____ Resources Required _____	1	2	3	4	5
1	2	3	4	5	16. Parents and students understand the district's graduation requirements. Changes _____ Resources Required _____	1	2	3	4	5
1	2	3	4	5	17. Provision may be made for students below the ninth grade to participate in high school courses. Changes _____ Resources Required _____	1	2	3	4	5
1	2	3	4	5	18. High school students taking subjects meeting for more than the required hours are being awarded proportionately more than one unit of credit. Changes _____ Resources Required _____	1	2	3	4	5

GENERAL CURRICULUM

Current Status						Desired Status				
1	2	3	4	5	19. Curriculum requirements are continually reassessed in accordance with new curricular needs.	1	2	3	4	5
					Changes _____					
					Resources Required _____					
1	2	3	4	5	20. There is annual evaluation of	1	2	3	4	5
1	2	3	4	5	20.1 the length of the school day	1	2	3	4	5
					21.2 the length of the school year					
					Changes _____					
					Resources Required _____					

- What statements should be added to those identified?

1	2	3	4	5	1. _____	1	2	3	4	5

					Changes _____					
					Resources Required _____					
1	2	3	4	5	2. _____	1	2	3	4	5

					Changes _____					
					Resources Required _____					

GENERAL CURRICULUM

- What other sources of data should be evaluated in review of the general curriculum?
- What conclusions can be drawn from the review of the general curriculum?
- List in order of priority the recommendations that need to be implemented relative to the general curriculum.

BUSINESS EDUCATION

2. BUSINESS EDUCATION

- What program goals should students achieve as a result of studying business education?

- Where in the business education course(s) of study are there objectives to implement the identified goals?

- What identified goals are not being adequately addressed in business education?

For each of the program characteristics listed, circle the number to the left, which best reflects your judgment as to the current status of the practice (1-low, 5-high). To the right of the statement, circle the number which indicates the status desired for the practice in your district. Provide a summary of changes and resources required to bring about a better match in each instance where a discrepancy exists between the current and desired status.

Note: The general curriculum instrument introduced previously is intended to be used with this more specific business education instrument.

BUSINESS EDUCATION

Current Status						Desired Status				
1	2	3	4	5	1. The business education program provides balance among basic business, career, personal use, and vocational course offerings. Changes _____ Resources Required _____	1	2	3	4	5
1	2	3	4	5	2. Well-designed sequential learning experiences prepare students for one or more business occupations. Changes _____ Resources Required _____	1	2	3	4	5
1	2	3	4	5	3. Innovative programs have been implemented successfully in the last five years. Changes _____ Resources Required _____	1	2	3	4	5
1	2	3	4	5	4. Appropriate materials and equipment for all business students are readily available. Changes _____ Resources Required _____	1	2	3	4	5
1	2	3	4	5	5. Teachers remain knowledgeable of business trends through an active relationship with the business community. Changes _____ Resources Required _____	1	2	3	4	5

BUSINESS EDUCATION

Current Status		Desired Status
1 2 3 4 5	6. Business teachers stimulate students' independent thinking and problem-solving abilities. Changes _____ Resources Required _____	1 2 3 4 5
1 2 3 4 5	7. Students are provided opportunities to develop social skills and work habits necessary for business. Changes _____ Resources Required _____	1 2 3 4 5
1 2 3 4 5	8. Instruction reflects current knowledge and practice in business. Changes _____ Resources Required _____	1 2 3 4 5

- What program characteristics should be added to those identified?

1 2 3 4 5	1. _____ _____ Changes _____ Resources Required _____	1 2 3 4 5
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BUSINESS EDUCATION

Current Status						Desired Status				
1	2	3	4	5	2.	1	2	3	4	5

					Changes _____					

					Resources Required _____					

- What other sources of data should be evaluated for a better understanding of the effectiveness of pupil learning in business education?
- What conclusions can be drawn from the review of the business program?
- List in order of priority the recommendations that need to be implemented to enhance the overall effectiveness of pupil learning in business education.

ECONOMICS

3. ECONOMICS

- What goals should students achieve as a result of studying economics?

- Where in the economics course(s) of study are the objectives to implement the identified goals?

- What identified goals are not being adequately addressed in economics?

For each of the characteristics listed, circle the number to the left, which best reflects your judgment as to the current status of the practice (1-low, 5-high). To the right of the statement, circle the number which indicates the status desired for the practice in your district. Provide a summary of changes and resources required to bring about a better match in each instance where a discrepancy exists between the current and desired status.

Note: The general curriculum instrument introduced previously is intended to be used with this more specific economics instrument.

ECONOMICS

Current Status						Desired Status				
1	2	3	4	5		1	2	3	4	5
					1. The economics curriculum provides students opportunities to utilize analytical skills enabling them to make reasoned objective judgments about contemporary economic issues.					
					Changes _____					
					Resources Required _____					
					2. The economics curriculum makes students aware of ways in which they, as individuals and as members of a society, affect the free enterprise system.					
					Changes _____					
					Resources Required _____					
					3. The economics curriculum makes students aware of ways in which they, as individuals and as members of a society, are affected by the free enterprise system.					
					Changes _____					
					Resources Required _____					
					4. The economics curriculum provides students opportunities to utilize principles of consumer education as they relate to daily activities.					
					Changes _____					
					Resources Required _____					

ECONOMICS

Current Status						Desired Status				
1	2	3	4	5	5. The economics curriculum provides students opportunities to attain economic literacy by effectively combining the elements of economic understanding in reaching decisions. Changes _____ _____ Resources Required _____ _____	1	2	3	4	5
1	2	3	4	5	6. The economics curriculum provides students opportunities to use economics by mastering the basic concepts and facts. Changes _____ _____ Resources Required _____ _____	1	2	3	4	5
1	2	3	4	5	7. The economics curriculum allows students opportunities to explore and understand economic problems by identifying the issues. Changes _____ _____ Resources Required _____ _____	1	2	3	4	5
1	2	3	4	5	8. The economics curriculum provides students opportunities to explore and understand economic problems by reaching individual decisions on issues. Changes _____ _____ Resources Required _____ _____	1	2	3	4	5

ECONOMICS

Current
Status

Desired
Status

1	2	3	4	5		1	2	3	4	5
					9. The economics curriculum provides students opportunities to develop confidence in their abilities to apply economic knowledge.					
					Changes _____					

					Resources Required _____					

- What program characteristics should be added to those identified?

1	2	3	4	5	1. _____	1	2	3	4	5

					Changes _____					

					Resources Required _____					

1	2	3	4	5	2. _____	1	2	3	4	5

					Changes _____					

					Resources Required _____					

ENGLISH LANGUAGE ARTS

- What other sources of data should be evaluated for a better understanding of the effectiveness of pupil learning in economics?
- What conclusions can be drawn from the review of the economics program?
- List in order of priority the recommendations that need to be implemented to enhance the overall effectiveness of pupil learning in economics.

4. ENGLISH LANGUAGE ARTS

- What overall goals should students achieve as a result of studying English language arts?

ENGLISH LANGUAGE ARTS

- Where in the English language arts course(s) of study are there objectives to implement the identified goals?

- What identified goals are not being adequately addressed in the planned English language arts program?

For each of the program characteristics listed, circle the number to the left, which best reflects your judgment as to the current status of the practice (1-low, 5-high). To the right of the statement, circle the number which indicates the status desired for the practice in your district. Provide a summary of changes and resources required to bring about a better match in each instance where a discrepancy exists between the current and desired status.

Note: The general curriculum instrument introduced previously is intended to be used with this more specific English language arts instrument.

ENGLISH LANGUAGE ARTS

Current Status						Desired Status				
1	2	3	4	5	1. English language arts instruction includes reading, writing, speaking, and listening and is provided at every grade level. Changes _____ Resources Required _____	1	2	3	4	5
1	2	3	4	5	2. Teachers and administrators model effective use of language in daily interactions with pupils. Changes _____ Resources Required _____	1	2	3	4	5
					3. Teachers at all levels and in all subjects increase pupil understanding and use of language by					
1	2	3	4	5	3.1 providing activities to expand vocabularies	1	2	3	4	5
1	2	3	4	5	3.2 clarifying concepts and ideas	1	2	3	4	5
1	2	3	4	5	3.3 selecting instructional strategies for maximum pupil involvement Changes _____ Resources Required _____	1	2	3	4	5
1	2	3	4	5	4. The classroom environment stimulates student involvement, discussion, group projects, and creative abilities. Changes _____ Resources Required _____	1	2	3	4	5

ENGLISH LANGUAGE ARTS

Current Status						Desired Status				
1	2	3	4	5	5. Classroom instruction emphasizes practical application of grammar, spelling, and punctuation skills. Changes _____ Resources Required _____	1	2	3	4	5
1	2	3	4	5	6. The varied curriculum offered at the high school level encourages students to go beyond the minimum graduation requirement. Changes _____ Resources Required _____	1	2	3	4	5
1	2	3	4	5	7. Extracurricular activities, such as newspaper writing, debating, and radio broadcasting, allow students to apply English language arts skills. Changes _____ Resources Required _____	1	2	3	4	5

- What program characteristics should be added to those identified?

ENGLISH LANGUAGE ARTS

Current Status						Desired Status				
1	2	3	4	5	1.	1	2	3	4	5

					Changes _____					

					Resources Required _____					

1	2	3	4	5	2.	1	2	3	4	5

					Changes _____					

					Resources Required _____					

- What other sources of data should be evaluated for a better understanding of the effectiveness of pupil learning in English language arts?
- What conclusions can be drawn from the review of the English language arts program?
- List in order of priority the recommendations that need to be implemented to enhance the overall effectiveness of pupil learning in English language arts.

FINE ARTS

5. FINE ARTS: ART

- What goals should students achieve as a result of studying art?
- Where in the art course(s) of study are the objectives to implement the identified goals?
- What identified goals are not being adequately addressed in the planned art program?

For each of the program characteristics listed, circle the number to the left, which best reflects your judgment as to the current status of the practice (1-low, 5-high). To the right of the statement, circle the number which indicates the status desired for the practice in your district. Provide a summary of changes and resources required to bring about a better match in each instance where a discrepancy exists between the current and desired status.

Note: The general curriculum instrument introduced previously is intended to be used with this more specific art instrument.

FINE ARTS

Current Status						Desired Status				
1	2	3	4	5	1. The written philosophy for the art program reflects a commitment to the discipline as a genuine subject for study. Changes _____ Resources Required _____	1	2	3	4	5
1	2	3	4	5	2. The art program is regarded as an integral part of the total education program. Changes _____ Resources Required _____	1	2	3	4	5
1	2	3	4	5	3. The art program provides for instruction with a certificated art specialist at all grade levels. Changes _____ Resources Required _____	1	2	3	4	5
1	2	3	4	5	4. The art program encourages elementary and secondary students to develop their abilities to organize works of art visually by using					
1	2	3	4	5	4.1 two-dimensional media (drawing, painting, printing)	1	2	3	4	5
1	2	3	4	5	4.2 three-dimensional media (pottery, sculpture, etc.) Changes _____ Resources Required _____	1	2	3	4	5

FINE ARTS

Current Status						Desired Status				
1	2	3	4	5		1	2	3	4	5
					5. The art program provides the opportunity for high school students to take three units of credit as an area of concentration. Changes _____ Resources Required _____					
					6. The art program provides instruction on how to respond to (describe, interpret, and evaluate) students' and artists' works of art. Changes _____ Resources Required _____					
					7. The art program includes information about how artists of the past and present express themselves through varied forms and styles. Changes _____ Resources Required _____					
					8. The art program includes studies on how art critics and historians describe, interpret, and evaluate works of art. Changes _____ Resources Required _____					
					9. The art program seeks to make students aware of the ways various societies express beliefs and values through art. Changes _____ Resources Required _____					

FINE ARTS

Current Status						Desired Status				
1	2	3	4	5	10. The art program encourages students to become aware of the varied ways people in society respond to works of art. Changes _____ _____ Resources Required _____ _____	1	2	3	4	5
1	2	3	4	5	11. The art program seeks to develop abilities to discover original ideas, transform ideas creatively, and work skillfully with media. Changes _____ _____ Resources Required _____ _____	1	2	3	4	5
1	2	3	4	5	12. The art program requires appropriate vocabulary for media, subject matter, design, style, and theme. Changes _____ _____ Resources Required _____ _____	1	2	3	4	5
1	2	3	4	5	13. The art program includes information about possible careers in art. Changes _____ _____ Resources Required _____ _____	1	2	3	4	5
1	2	3	4	5	14. The art program provides that students experience the relationship of art to music and other arts areas as well as other curricular programs. Changes _____ _____ Resources Required _____ _____	1	2	3	4	5

FINE ARTS

Current Status						Desired Status				
1	2	3	4	5	15. A unit in the arts is required for graduation from high school.	1	2	3	4	5
					Changes _____					
					Resources Required _____					
1	2	3	4	5	16. Provisions are made for displaying and exhibiting students' creative efforts.	1	2	3	4	5
					Changes _____					
					Resources Required _____					

- What program characteristics should be added to those identified?

1	2	3	4	5	1. _____	1	2	3	4	5
					Changes _____					
					Resources Required _____					
1	2	3	4	5	2. _____	1	2	3	4	5
					Changes _____					
					Resources Required _____					

FINE ARTS

- What other sources of data should be evaluated for a better understanding of the effectiveness of pupil learning in art education?
- What conclusions can be drawn from the review of the art program?
- List in order of priority the recommendations that need to be implemented to enhance the overall effectiveness of pupil learning in art education.

5. FINE ARTS: MUSIC

- What goals should students achieve as a result of studying music?

FINE ARTS

- Where in the music course(s) of study are there objectives to implement the identified goals?
- What identified goals are not being adequately addressed in the planned music program?

For each of the program characteristics listed, circle the number to the left, which best reflects your judgment as to the current status of the practice (1-low, 5-high). To the right of the statement, circle the number which indicates the status desired for the practice in your district. Provide a summary of changes and resources required to bring about a better match where a discrepancy exists between the current and desired status.

Note: The general curriculum instrument introduced previously is intended to be used with this more specific music instrument.

Current Status		Desired Status
1 2 3 4 5	1. The written philosophy for the music program reflects a commitment to the discipline as a genuine subject for study. Changes _____ Resources Required _____	1 2 3 4 5

FINE ARTS

Current Status						Desired Status				
1	2	3	4	5	2. The music program includes consistent, directed experiences for elementary and secondary students from a certificated music specialist. Changes _____ Resources Required _____	1	2	3	4	5
1	2	3	4	5	3. The music program seeks to teach students how to listen perceptively and to distinguish such components as pitch, duration, loudness, timbre, texture, form and style. Changes _____ Resources Required _____	1	2	3	4	5
1	2	3	4	5	4. The music program develops the student's ability to use the skills, tools, and processes required to express oneself in music. Changes _____ Resources Required _____	1	2	3	4	5
1	2	3	4	5	5. The music program provides for learning the appropriate vocabulary to discuss music. Changes _____ Resources Required _____	1	2	3	4	5

FINE ARTS

Current Status						Desired Status				
1	2	3	4	5		1	2	3	4	5
					6. The music program includes learning to appreciate local, national and international musical heritages. Changes _____ Resources Required _____					
					7. The music program provides for understanding and appreciating different styles and works from representative historical periods. Changes _____ Resources Required _____					
					8. The music program includes the study of the social and intellectual influences affecting music. Changes _____ Resources Required _____					
					9. Learning to evaluate a musical work or performance is part of the music program. Changes _____ Resources Required _____					
					10. The music program seeks to teach students to make informed choices about music by exposing them to a variety of styles of music. Changes _____ Resources Required _____					

FINE ARTS

Current Status						Desired Status				
1	2	3	4	5	11. The music program provides opportunities to learn about possible careers in music. Changes _____ _____ Resources Required _____ _____	1	2	3	4	5
1	2	3	4	5	12. The study of the relationship between music and other disciplines is part of the music program. Changes _____ _____ Resources Required _____ _____	1	2	3	4	5
1	2	3	4	5	13. The music program provides the opportunity for high school students to take three units of credit as an area of concentration. Changes _____ _____ Resources Required _____ _____	1	2	3	4	5
1	2	3	4	5	14. A unit in music is required for graduation. Changes _____ _____ Resources Required _____ _____	1	2	3	4	5

- What program characteristics should be added to those identified?

FINE ARTS

Current Status						Desired Status				
1	2	3	4	5		1	2	3	4	5
					1.					
					Changes					
					Resources Required					
1 2 3 4 5					2.	1 2 3 4 5				
					Changes					
					Resources Required					

- What other sources of data should be evaluated for a better understanding of the effectiveness of pupil learning in music education?
- What conclusions can be drawn from the review of the music program?
- List in order of priority the recommendations that need to be implemented to enhance the overall effectiveness of pupil learning in music education.

FOREIGN LANGUAGES

6. FOREIGN LANGUAGES

- What goals should students achieve as a result of studying foreign languages?

- Where in the foreign language course(s) of study are the objectives to implement the identified goals?

- What identified goals are not being adequately addressed in the planned foreign language program?

For each of the program characteristics listed, circle the number to the left, which best reflects your judgment as to the current status of the practice (1-low, 5-high). To the right of the statement, circle the number which indicates the status desired for the practice in your district. Provide a summary of changes and resources required to bring about a better match where a discrepancy exists between the current and desired status.

Note: The general curriculum instrument introduced previously is intended to be used with this more specific foreign language instrument.

FOREIGN LANGUAGES

Current Status						Desired Status				
1	2	3	4	5	1. The foreign language program provides balance among foreign languages. Changes _____ Resources Required _____	1	2	3	4	5
1	2	3	4	5	2. Innovative programs in foreign language have been implemented successfully in the last five years. Changes _____ Resources Required _____	1	2	3	4	5
1	2	3	4	5	3. The foreign language program provides for students to develop the ability to understand, speak, read and write a foreign language. Changes _____ Resources Required _____	1	2	3	4	5
1	2	3	4	5	4. The foreign language program includes the study of the cultures of foreign people as well as the languages they speak. Changes _____ Resources Required _____	1	2	3	4	5
1	2	3	4	5	5. The foreign language program includes a career education component. Changes _____ Resources Required _____	1	2	3	4	5

FOREIGN LANGUAGES

Current Status		Desired Status
1 2 3 4 5		1 2 3 4 5
	6. A staff member specializing in foreign languages has responsibility for coordinating the program. Changes _____ Resources Required _____	
	7. Foreign language teachers are encouraged to expand their knowledge of foreign language instructional strategies and current views about the teaching of foreign languages. Changes _____ Resources Required _____	
	8. The school administration provides a setting conducive to foreign language study including comparable scheduling, similar class size, and a regular classroom with materials and supplies for varied instructional strategies. Changes _____ Resources Required _____	
	9. The foreign language program includes instruction relative to college entrance and the foreign language requirements. Changes _____ Resources Required _____	
	10. Two units of a foreign language are required for graduation from high school. Changes _____ Resources Required _____	

FOREIGN LANGUAGES

- What program characteristics should be added to those identified?

Current Status						Desired Status				
1	2	3	4	5		1	2	3	4	5
					1.					
					Changes					
					Resources Required					
					2.					
					Changes					
					Resources Required					

- What other sources of data should be evaluated for a better understanding of the effectiveness of pupil learning in foreign languages?

- What conclusions can be drawn from the review of the foreign language program?

HEALTH EDUCATION

- List in order of priority the recommendations that need to be implemented to enhance the overall effectiveness of pupil learning in foreign languages.

7. HEALTH EDUCATION

- What overall goals should students achieve as a result of studying health education?

- Where in the health course(s) of study are the objectives to implement the identified goals?

- What identified goals are not being adequately addressed in the planned health education program?

HEALTH EDUCATION

For each of the program characteristics listed, circle the number to the left, which best reflects your judgment as to the current status of the practice (1-low, 5-high). To the right of the statement, circle the number which indicates the status desired for the practice in your district. Provide a summary of changes and resources required to bring about a better match in each instance where a discrepancy exists between the current and desired status.

Note: The general curriculum instrument introduced previously is intended to be used with this more specific health education instrument.

Current Status		Desired Status
1 2 3 4 5	1. The health education program is developed and reviewed by a committee which includes curriculum specialist, health educator, school nurse and administrator. Changes _____ Resources Required _____	1 2 3 4 5
1 2 3 4 5	2. The health education program is representative of community and student needs and attitudes. Changes _____ Resources Required _____	1 2 3 4 5
1 2 3 4 5	3. The health program acquaints the students with community and national health services and the availability of these services. Changes _____ Resources Required _____	1 2 3 4 5

HEALTH EDUCATION

Current Status		Desired Status
1 2 3 4 5	4. The health education program is based on the problem-solving conceptual approach to studying and meeting the health needs, interests, and problems of the students. Changes _____ Resources Required _____	1 2 3 4 5
1 2 3 4 5	5. The health education program prepares students to be aware of their health as they go through life. Changes _____ Resources Required _____	1 2 3 4 5
1 2 3 4 5	6. The health education program provides students with information to make rational decisions concerning their health. Changes _____ Resources Required _____	1 2 3 4 5
1 2 3 4 5	7. The health education program content is reviewed annually and revised when necessary to keep students aware of changing needs and trends. Changes _____ Resources Required _____	1 2 3 4 5
1 2 3 4 5	8. All students are provided adequate and consistent directed experiences from a certificated health instructor. Changes _____ Resources Required _____	1 2 3 4 5

HEALTH EDUCATION

Current Status		Desired Status
1 2 3 4 5	9. The health education program is comprehensive and provides a developmental sequence of health content areas including	1 2 3 4 5
1 2 3 4 5	9.1 nutrition	1 2 3 4 5
1 2 3 4 5	9.2 dental health	1 2 3 4 5
1 2 3 4 5	9.3 physical activity, sleep, rest, relaxation and recreation	1 2 3 4 5
1 2 3 4 5	9.4 personal cleanliness and appearance	1 2 3 4 5
1 2 3 4 5	9.5 body structure and operation	1 2 3 4 5
1 2 3 4 5	9.6 prevention and control of diseases, including venereal diseases	1 2 3 4 5
1 2 3 4 5	9.7 safety and first aid	1 2 3 4 5
1 2 3 4 5	9.8 drugs, alcohol, and tobacco	1 2 3 4 5
1 2 3 4 5	9.9 community health	1 2 3 4 5
1 2 3 4 5	9.10 consumer health	1 2 3 4 5
1 2 3 4 5	9.11 health careers	1 2 3 4 5
1 2 3 4 5	9.12 mental, emotional, and social health	1 2 3 4 5
1 2 3 4 5	9.13 family life education	1 2 3 4 5
1 2 3 4 5	9.14 environmental health	1 2 3 4 5
	Changes _____	
	Resources Required _____	

- What program characteristics should be added to those identified?

HEALTH EDUCATION

Current Status						Desired Status				
1	2	3	4	5	1.	1	2	3	4	5

					Changes _____					

					Resources Required _____					

1	2	3	4	5	2.	1	2	3	4	5

					Changes _____					

					Resources Required _____					

- What other sources of data should be evaluated for a better understanding of the effectiveness of pupil learning in health education?
- What conclusions can be drawn from the review of the health education program?
- List in order of priority the recommendations that need to be implemented to enhance the overall effectiveness of pupil learning in health education.

HOME ECONOMICS

7. HOME ECONOMICS

- What goals should students achieve as a result of participation in the home economics program?
- Where in the home economics course(s) of study are there objectives to implement the identified goals?
- What identified goals are not being adequately addressed in the planned home economics program?

For each of the program characteristics listed, circle the number to the left, which best reflects your judgment as to the current status of the practice (1-low, 5-high). To the right of the statement, circle the number which indicates the status desired for the practice in your district. Provide a summary of changes and resources required to bring about a better match in each instance where a discrepancy exists between the current and desired status.

Note: The general curriculum instrument introduced previously is intended to be used with this more specific home economics instrument.

HOME ECONOMICS

Current Status						Desired Status				
1	2	3	4	5	1. The home economics program content is selected to interest and benefit both male and female students. Changes _____ _____ Resources Required _____ _____	1	2	3	4	5
1	2	3	4	5	2. The facilities for the home economics program are	1	2	3	4	5
1	2	3	4	5	2.1 logically arranged	1	2	3	4	5
1	2	3	4	5	2.2 maintained for effective teaching, safety, class management and economy Changes _____ _____ Resources Required _____ _____	1	2	3	4	5
1	2	3	4	5	3. The home economics program maintains updated equipment, facilities and resources. Changes _____ _____ Resources Required _____ _____	1	2	3	4	5
1	2	3	4	5	4. An advisory committee, composed of staff, students and community members, is instrumental in upgrading the home economics program. Changes _____ _____ Resources Required _____ _____	1	2	3	4	5

HOME ECONOMICS

Current Status		Desired Status
1 2 3 4 5	5. The home economics program is broad in scope and has been developed to include experiences in the cluster areas of	1 2 3 4 5
1 2 3 4 5	5.1 work and the family	1 2 3 4 5
1 2 3 4 5	5.2 nurturing human development	1 2 3 4 5
1 2 3 4 5	5.3 feeding and nourishing the family	1 2 3 4 5
1 2 3 4 5	5.4 economics and resource management	1 2 3 4 5
1 2 3 4 5	5.5 creating a living environment	1 2 3 4 5
1 2 3 4 5	5.6 meeting personal and family textile needs	1 2 3 4 5
	Changes _____	
	Resources Required _____	

- What program characteristics should be added to those identified?

Current Status		Desired Status
1 2 3 4 5	1. _____	1 2 3 4 5
	Changes _____	
	Resources Required _____	
1 2 3 4 5	2. _____	1 2 3 4 5
	Changes _____	
	Resources Required _____	

INDUSTRIAL ARTS

- What other sources of data should be evaluated for a better understanding of the effectiveness of pupil learning in home economics?
- What conclusions can be drawn from the review of the home economics program?
- List in order of priority the recommendations that need to be implemented to enhance the overall effectiveness of pupil learning in home economics.

8. INDUSTRIAL ARTS

- What goals should students achieve as a result of participation in the industrial arts program?

INDUSTRIAL ARTS

- Where in the industrial arts course(s) of study are there objectives to implement the identified goals?

- What identified goals are not being adequately addressed in the planned industrial arts program?

For each of the program characteristics listed, circle the number to the left, which best reflects your judgment as to the current status of the practice (1-low, 5-high). To the right of the statement, circle the number which indicates the status desired for the practice in your district. Provide a summary of changes and resources required to bring about a better match in each instance where a discrepancy exists between the current and desired status.

Note: The general curriculum instrument introduced previously is intended to be used with this more specific industrial arts instrument.

INDUSTRIAL ARTS

Current Status		Desired Status
1 2 3 4 5	1. The industrial arts program is broad in scope and has been developed to include experiences in the cluster areas of	1 2 3 4 5
1 2 3 4 5	1.1 manufacturing	1 2 3 4 5
1 2 3 4 5	1.2 construction	1 2 3 4 5
1 2 3 4 5	1.3 transportation	1 2 3 4 5
1 2 3 4 5	1.4 communication	1 2 3 4 5
1 2 3 4 5	1.5 energy/power systems	1 2 3 4 5
1 2 3 4 5	1.6 services	1 2 3 4 5
	Changes _____	
	Resources Required _____	
1 2 3 4 5	2. The industrial arts program content is selected to interest and benefit both male and female students.	1 2 3 4 5
	Changes _____	
	Resources Required _____	
1 2 3 4 5	3. The industrial arts program reflects industrial and technological advances and develops skills necessary for employment.	1 2 3 4 5
	Changes _____	
	Resources Required _____	
1 2 3 4 5	4. The facilities for industrial arts are	
1 2 3 4 5	4.1 logically arranged	1 2 3 4 5
	4.2 maintained for effective teaching, safety, class management and economy	1 2 3 4 5
	Changes _____	
	Resources Required _____	

INDUSTRIAL ARTS

Current Status						Desired Status				
1	2	3	4	5	5. The industrial arts program encourages students to exhibit safe and responsible work habits. Changes _____ Resources Required _____	1	2	3	4	5
1	2	3	4	5	6. The industrial arts program places special emphasis on developing problem-solving skills. Changes _____ Resources Required _____	1	2	3	4	5
1	2	3	4	5	7. The industrial arts program includes consistent, directed experiences for students from a certificated industrial arts instructor. Changes _____ Recommendations _____	1	2	3	4	5

- What program characteristics should be added to those identified?

1	2	3	4	5	1. _____ _____ Changes _____ Resources Required _____	1	2	3	4	5
---	---	---	---	---	--	---	---	---	---	---

INDUSTRIAL ARTS

Current Status						Desired Status				
1	2	3	4	5		1	2	3	4	5
					2.					
					Changes					
					Resources Required					

- What other sources of data should be evaluated for a better understanding of the effectiveness of pupil learning in industrial arts?
- What conclusions can be drawn from the review of the industrial arts program?
- List in order of priority the recommendations that need to be implemented to enhance the overall effectiveness of pupil learning in industrial arts.

MATHEMATICS

9. MATHEMATICS

- What overall goals should students achieve as a result of studying mathematics?
- Where in the mathematics course(s) of study are there objectives to implement the identified goals?
- What identified goals are not being adequately addressed in the planned mathematics program?

For each of the program characteristics listed, circle the number to the left, which best reflects your judgment as to the current status of the practice (1-low, 5-high). To the right of the statement, circle the number which indicates the status desired for the practice in your district. Provide a summary of changes and resources required to bring about a better match in each instance where a discrepancy exists between the current and desired status.

Note: The general curriculum instrument introduced previously is intended to be used with this more specific mathematics instrument.

MATHEMATICS

Current Status		Desired Status
1 2 3 4 5	1. The mathematics program gives students at all grade and ability levels experience in the application of mathematics to real-world problems. Changes _____ Resources Required _____	1 2 3 4 5
1 2 3 4 5	2. The mathematics program reflects an expanded definition of basic skills that includes 2.1 problem solving 2.2 estimation and approximation 2.3 measurement 2.4 geometric concepts 2.5 probability and statistical concepts 2.6 computation Changes _____ Resources Required _____	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5
1 2 3 4 5	3. Mathematics teachers take full advantage of calculators at all grade levels. Changes _____ Resources Required _____	1 2 3 4 5
1 2 3 4 5	4. Mathematics teachers take full advantage of computers at all grade levels. Changes _____ Resources Required _____	1 2 3 4 5

MATHEMATICS

Current Status		Desired Status
1 2 3 4 5	5. The mathematics program provides for the use of calculators and computers in imaginative ways, such as exploring, discovering and developing mathematical concepts. Changes _____ Resources Required _____	1 2 3 4 5
1 2 3 4 5	6. The mathematics program is implemented in such a way that emphasis is placed on meaningful problem-solving activities. Changes _____ Resources Required _____	1 2 3 4 5
1 2 3 4 5	7. The mathematics program includes evaluation of the program goals, skills, problem solving and problem-solving processes. Changes _____ Resources Required _____	1 2 3 4 5
1 2 3 4 5	8. The mathematics program includes testing and other evaluation strategies. Changes _____ Resources Required _____	1 2 3 4 5

MATHEMATICS

Current Status						Desired Status				
1	2	3	4	5	9. The mathematics program includes appropriate and meaningful mathematics courses for both college-bound and non-college-bound students. Changes _____ Resources Required _____	1	2	3	4	5
1	2	3	4	5	10. The mathematics program makes extensive, effective use of appropriate, manipulative materials at all grade levels. Changes _____ Resources Required _____	1	2	3	4	5
					11. The mathematics program promotes student learning:					
1	2	3	4	5	11.1 to formulate key questions	1	2	3	4	5
1	2	3	4	5	11.2 to analyze and conceptualize the problem	1	2	3	4	5
1	2	3	4	5	11.3 to define the problem and the goal	1	2	3	4	5
1	2	3	4	5	11.4 to discover patterns and similarities	1	2	3	4	5
1	2	3	4	5	11.5 to seek out appropriate data	1	2	3	4	5
1	2	3	4	5	11.6 to experiment	1	2	3	4	5
1	2	3	4	5	11.7 to transfer skills and strategies to new situations	1	2	3	4	5
1	2	3	4	5	11.8 to draw on background knowledge to apply mathematics. Changes _____ Resources Required _____	1	2	3	4	5

MATHEMATICS

Current Status		Desired Status
	12. The mathematics program provides ample opportunity for students to develop the higher-order processes of	
1 2 3 4 5	12.1 logical reasoning	1 2 3 4 5
1 2 3 4 5	12.2 informational processing	1 2 3 4 5
1 2 3 4 5	12.3 decision making	1 2 3 4 5
	Changes _____	
	Resources Required _____	
	13. The mathematics program at all grade levels emphasizes basic skills activities such as the following:	
1 2 3 4 5	13.1 locating and processing quantitative information	1 2 3 4 5
1 2 3 4 5	13.2 collecting data	1 2 3 4 5
1 2 3 4 5	13.3 organizing and presenting data	1 2 3 4 5
1 2 3 4 5	13.4 interpreting data	1 2 3 4 5
1 2 3 4 5	13.5 drawing inferences and predicting from data	1 2 3 4 5
1 2 3 4 5	13.6 estimating measures	1 2 3 4 5
1 2 3 4 5	13.7 making measurements using appropriate tools	1 2 3 4 5
1 2 3 4 5	13.8 mentally estimating results of calculations	1 2 3 4 5
1 2 3 4 5	13.9 calculating with numbers rounded to one or two digits	1 2 3 4 5
1 2 3 4 5	13.10 using technological aids to calculate	1 2 3 4 5
1 2 3 4 5	13.11 using ratio and proportion to deal with rate problems in general and with percent problems in particular	1 2 3 4 5
1 2 3 4 5	13.12 using imagery, maps, sketches, and diagrams as aids for visualizing and conceptualizing a problem	1 2 3 4 5

MATHEMATICS

Current Status		Desired Status
1 2 3 4 5	13.13 using concrete representations and puzzles that aid in improving the perception of spatial relations Changes _____ Resources Required _____	1 2 3 4 5

- What program characteristics should be added to those identified?

1 2 3 4 5	1. _____ _____ Changes _____ Resources Required _____	1 2 3 4 5
1 2 3 4 5	2. _____ _____ Changes _____ Resources Required _____	1 2 3 4 5

- What other sources of data should be examined for a better understanding of the effectiveness of pupil learning in mathematics?

PHYSICAL EDUCATION

- What conclusions can be drawn from the review of the mathematics program?
- List in order of priority the recommendations that need to be implemented to enhance the overall effectiveness of pupil learning in mathematics.

10. PHYSICAL EDUCATION

- What overall goals should students achieve as a result of studying and participating in physical education?
- Where in the physical education course(s) of study are there objectives to implement the identified goals?

PHYSICAL EDUCATION

- What identified goals are not being adequately addressed in the planned physical education program?

For each of the program characteristics listed, circle the number to the left which best reflects your judgment as to the current status of the practice (1-low, 5-high). To the right of the statement, circle the number which indicates the status desired for the practice in your district. Provide a summary of changes and resources required to bring about a better match in each instance where a discrepancy exists between the current and desired status.

Note: The general curriculum instrument introduced previously is intended to be used with this more specific physical education instrument.

Current Status						Desired Status				
1	2	3	4	5	1. The written philosophy for the physical education program reflects a commitment to the discipline as a genuine subject for study.	1	2	3	4	5
					Changes _____					
					Resources Required _____					
1	2	3	4	5	2. The physical education program encourages student involvement in planning activities.	1	2	3	4	5
					Changes _____					
					Resources Required _____					

PHYSICAL EDUCATION

Current Status						Desired Status				
1	2	3	4	5	3. The physical education program provides coeducational experiences and activities. Changes _____ Resources Required _____	1	2	3	4	5
1	2	3	4	5	4. The physical education program gives students the opportunity to do follow-up study to basic instruction through intramurals and organized sports programs. Changes _____ Resources Required _____	1	2	3	4	5
1	2	3	4	5	5. The physical education program provides students with opportunities to experience lifetime sports. Changes _____ Resources Required _____	1	2	3	4	5
1	2	3	4	5	6. Physical education teachers encourage students to maintain physical fitness throughout their lives. Changes _____ Resources Required _____	1	2	3	4	5
1	2	3	4	5	7. Sufficient indoor space is provided to enable the school to implement the curriculum. Changes _____ Resources Required _____	1	2	3	4	5

PHYSICAL EDUCATION

Current Status						Desired Status				
1	2	3	4	5	8. Ample and safe equipment is available for physical education instruction. Changes _____ Resources Required _____	1	2	3	4	5
1	2	3	4	5	9. There is a sufficient outdoor area adjacent to the building for program activities. Changes _____ Resources Required _____	1	2	3	4	5
1	2	3	4	5	10. Scheduling permits the gymnasium to be used primarily for physical education. Changes _____ Resources Required _____	1	2	3	4	5
1	2	3	4	5	11. The physical education program is taught to all students by a certificated specialist. Changes _____ Resources Required _____	1	2	3	4	5
1	2	3	4	5	12. Physical education is an organized progressive program of instruction and includes:	1	2	3	4	5
1	2	3	4	5	12.1 basic movement	1	2	3	4	5
1	2	3	4	5	12.2 fundamental motor skills	1	2	3	4	5
1	2	3	4	5	12.3 aquatics	1	2	3	4	5
1	2	3	4	5	12.4 gymnastics	1	2	3	4	5
1	2	3	4	5	12.5 dance and rhythms	1	2	3	4	5
1	2	3	4	5	12.6 games	1	2	3	4	5
1	2	3	4	5	12.7 sports	1	2	3	4	5
					Changes _____					
					Resources Required _____					

PHYSICAL EDUCATION

- What program characteristics should be added to those identified?

Current Status						Desired Status				
1	2	3	4	5		1	2	3	4	5
					1.					
					Changes					
					Resources Required					
					2.					
					Changes					
					Resources Required					

- What other sources of data should be evaluated for a better understanding of the effectiveness of pupil learning in physical education?

- What conclusion can be drawn from the review of the physical education program?

READING

- List in order of priority the recommendations that need to be implemented to enhance the overall effectiveness of pupil learning in physical education.

11. READING

- What overall goals should students achieve as a result of studying reading?

- Where in the reading course(s) of study are there objectives to implement the identified goals?

READING

- What identified goals are not being adequately addressed in the planned reading program?

For each of the program characteristics listed, circle the number to the left, which best reflects your judgment as to the current status of the practice (1-low, 5-high). To the right of the statement, circle the number which indicates the status desired for the practice in your district. Provide a summary of changes and resources required to bring about a better match in each instance where a discrepancy exists between the current and desired status.

Note: The general curriculum instrument introduced previously is intended to be used with this more specific reading instrument.

Current Status						Desired Status				
1	2	3	4	5	1. The philosophy of reading indicates that reading improvement will be a component of every subject taught.	1	2	3	4	5
					Changes _____					
					Resources Required _____					
1	2	3	4	5	2. Teachers of all subjects recognize their responsibility to contribute to the reading improvement of their students.	1	2	3	4	5
					Changes _____					
					Resources Required _____					

READING

Current Status		Desired Status
	3. The reading curriculum provides students with opportunities to	
1 2 3 4 5	3.1 develop vocabulary	1 2 3 4 5
1 2 3 4 5	3.2 develop word attack skills including phonetic and structural analysis and the use of context clues	1 2 3 4 5
1 2 3 4 5	3.3 develop a range of comprehension skills which include literal, interpretive, and critical thinking skills	1 2 3 4 5
1 2 3 4 5	3.4 learn to interpret punctuation as an aid to reading and understanding	1 2 3 4 5
1 2 3 4 5	3.5 practice survival skills such as filling out job applications, writing checks, completing forms, using the telephone book, and interpreting signs and symbols	1 2 3 4 5
1 2 3 4 5	3.6 learn to adjust reading rate to the purpose for reading and to the difficulty of the material	1 2 3 4 5
1 2 3 4 5	3.7 use varied information sources to gain knowledge	1 2 3 4 5
1 2 3 4 5	3.8 practice and apply library skills and study techniques	1 2 3 4 5
1 2 3 4 5	3.9 read a variety of literature including short stories, novels, dramas, biographies and autobiographies	1 2 3 4 5
1 2 3 4 5	3.10 discover the writing styles of authors	1 2 3 4 5
1 2 3 4 5	3.11 react to written material orally, in writing, and through expressive art activities	1 2 3 4 5
1 2 3 4 5	3.12 hear numerous examples of quality literature	1 2 3 4 5
1 2 3 4 5	3.13 engage in independent and recreational reading as part of a sustained silent reading program	1 2 3 4 5
1 2 3 4 5	3.14 participate in plays and choral readings, and discover the beauty of poetry	1 2 3 4 5
	Changes _____	
	Resources Required _____	

READING

Current Status						Desired Status				
1	2	3	4	5		1	2	3	4	5
					4. The reading course of study is developed around clearly stated sequential steps in word attack, comprehension, and appreciation.					
					Changes _____					
					Resources Required _____					
					5. The reading course of study specifies tracks in					
					5.1 developmental reading					
					5.2 corrective reading					
					5.3 remedial reading					
					5.4 enrichment reading					
					Changes _____					
					Resources Required _____					
					6. Developmental and/or remedial reading instruction continues beyond grade 8 for students needing assistance.					
					Changes _____					
					Resources Required _____					
					7. The high school curriculum includes an appropriate reading course for college-bound students.					
					Changes _____					
					Resources Required _____					
					8. The librarian is considered an integral part of the reading staff and works continually in support of the program.					
					Changes _____					
					Resources Required _____					

READING

Current Status		Desired Status
1 2 3 4 5	9. Management systems are maintained to assist in the placement of students within the reading continuum. Changes _____ Resources Required _____	1 2 3 4 5
1 2 3 4 5	10. The teacher keeps accurate data related to the introduction of skills and individual student mastery. Changes _____ Resources Required _____	1 2 3 4 5
1 2 3 4 5	11. Teachers know how to determine the instructional reading level of printed material. Changes _____ Resources Required _____	1 2 3 4 5
1 2 3 4 5	12. Teachers know how to determine the instructional reading levels of students. Changes _____ Resources Required _____	1 2 3 4 5
1 2 3 4 5	13. Students are flexibly grouped for reading instruction according to their diagnosed learning needs and to accommodate their changing rates of progress. Changes _____ Resources Required _____	1 2 3 4 5

READING

**Current
Status**

1 2 3 4 5

14. Evaluation of students should include consideration of expectancy level as well as achievement level.

Changes _____

Resources Required _____

**Desired
Status**

1 2 3 4 5

- What program characteristics should be added to those identified?

1 2 3 4 5

1. _____

Changes _____

Resources Required _____

1 2 3 4 5

1 2 3 4 5

2. _____

Changes _____

Resources Required _____

1 2 3 4 5

- What other sources of data should be evaluated for a better understanding of the effectiveness of pupil learning in reading?

SCIENCE

- What conclusions can be drawn from the review of the reading program?
- List in order of priority the recommendations that need to be implemented to enhance the overall effectiveness of pupil learning in reading.

12. SCIENCE

- What overall goals should students achieve as a result of studying science?
- Where in the science course(s) of study are the objectives to implement the identified goals?
- What identified goals are not being adequately addressed in the planned science program?

SCIENCE

For each of the program characteristics listed, circle the number to the left, which best reflects your judgment as to the current status of the practice (1-low, 5-high). To the right of the statement, circle the number which indicates the status desired for the practice in your district. Provide a summary of changes and resources required to bring about a better match in each instance where a discrepancy exists between the current and desired status.

Note: The general curriculum instrument introduced previously is intended to be used with this more specific science instrument.

Current Status						Desired Status				
1	2	3	4	5	1. Experts in science and science education are identified and used to provide in-service and assistance for the staff. Changes _____ Resources Required _____	1	2	3	4	5
1	2	3	4	5	2. The instruction focuses on processes for acquiring, analyzing, and utilizing information. Changes _____ Resources Required _____	1	2	3	4	5
1	2	3	4	5	3. The content focus includes aspects of physical, earth, and life sciences. Changes _____ Resources Required _____	1	2	3	4	5

SCIENCE

Current Status						Desired Status				
1	2	3	4	5	4. Varied kinds of print and nonprint resources are provided and used frequently for instruction and independent exploration. Changes _____ _____ Resources Required _____ _____	1	2	3	4	5
1	2	3	4	5	5. The printed materials include	1	2	3	4	5
1	2	3	4	5	5.1 textbooks	1	2	3	4	5
1	2	3	4	5	5.2 science encyclopedia	1	2	3	4	5
1	2	3	4	5	5.3 magazines	1	2	3	4	5
1	2	3	4	5	5.4 nonfiction library books Changes _____ _____ Resources Required _____ _____	1	2	3	4	5
1	2	3	4	5	6. The nonprint resources utilized by the district include	1	2	3	4	5
1	2	3	4	5	6.1 field trips	1	2	3	4	5
1	2	3	4	5	6.2 audiovisual materials	1	2	3	4	5
1	2	3	4	5	6.3 collections	1	2	3	4	5
1	2	3	4	5	6.4 resource persons	1	2	3	4	5
1	2	3	4	5	6.5 land plots	1	2	3	4	5
1	2	3	4	5	6.6 materials and equipment for experimentation Changes _____ _____ Resources Required _____ _____	1	2	3	4	5
1	2	3	4	5	7. Science teachers provide vocabulary development activities and instruction in content area reading. Changes _____ _____ Resources Required _____ _____	1	2	3	4	5

SCIENCE

Current Status						Desired Status				
1	2	3	4	5	8. Teachers attempt to stimulate an interest in science by focusing on current developments reported in the media. Changes _____ Resources Required _____	1	2	3	4	5
					9. The science program emphasizes process skills. These skills include:					
1	2	3	4	5	9.1 observing	1	2	3	4	5
1	2	3	4	5	9.2 gathering, classifying and analyzing data	1	2	3	4	5
1	2	3	4	5	9.3 conducting experiments	1	2	3	4	5
1	2	3	4	5	9.4 testing hypotheses	1	2	3	4	5
1	2	3	4	5	9.5 making inferences and predictions Changes _____ Resources Required _____	1	2	3	4	5
1	2	3	4	5	10. The science program develops overall conceptual themes such as equilibrium, interrelationships, and change. Changes _____ Resources Required _____	1	2	3	4	5
1	2	3	4	5	11. An interdisciplinary environmental education program, including outdoor education, is developed and implemented. Changes _____ Resources Required _____	1	2	3	4	5

SCIENCE

Current Status		Desired Status
1 2 3 4 5	12. Science courses that illustrate the relationships among science, technology, and social issues are provided. Changes _____ _____ Resources Required _____ _____	1 2 3 4 5
1 2 3 4 5	13. The usefulness of scientific information and skills in students' daily lives is illustrated through the use of examples and practical application. Changes _____ _____ Resources Required _____ _____	1 2 3 4 5
1 2 3 4 5	14. There is tangible evidence in classrooms that students are cooperatively engaged in science activities that promote positive interpersonal relationships. Changes _____ _____ Resources Required _____ _____	1 2 3 4 5
1 2 3 4 5	15. A variety of techniques are used to evaluate student progress in relation to the content, skills, and processes that are taught. Changes _____ _____ Resources Required _____ _____	1 2 3 4 5

SCIENCE

Current Status		Desired Status
	16. The principal provides support and leadership for the science program by	
1 2 3 4 5	16.1 recognizing exemplary teaching	1 2 3 4 5
1 2 3 4 5	16.2 ensuring that teachers are involved in curriculum planning	1 2 3 4 5
1 2 3 4 5	16.3 ensuring that teachers are involved in selection of materials	1 2 3 4 5
1 2 3 4 5	16.4 providing sufficient resources of high quality	1 2 3 4 5
	Changes _____	
	Resources Required _____	

• What program characteristics should be added to those identified?

1 2 3 4 5	1. _____	1 2 3 4 5

	Changes _____	
	Resources Required _____	
1 2 3 4 5	2. _____	1 2 3 4 5

	Changes _____	
	Resources Required _____	

SOCIAL STUDIES

- What other sources of data should be evaluated for a better understanding of the effectiveness of pupil learning in science?
- What conclusions can be drawn from the review of the science program?
- List in order of priority the recommendations that need to be implemented to enhance the overall effectiveness of pupil learning in science.

13. SOCIAL STUDIES

- What overall goals should students achieve as a result of studying social studies?

SOCIAL STUDIES

- Where in the social studies course(s) of study are the objectives to implement the identified goals?
- What identified goals are not being adequately addressed in the planned social studies program?

For each of the program characteristics listed, circle the number to the left, which best reflects your judgment as to the current status of practice (1-low, 5-high). To the right of the statement, circle the number which indicates the status desired for the practice in your district. Provide a summary of changes and resources required to bring about a better match in each instance where a discrepancy exists between the current and desired status.

Note: The general curriculum instrument introduced previously is intended to be used with the more specific social studies instrument.

Current Status		Desired Status
1 2 3 4 5	1. The social studies program emphasizes pervasive and enduring social issues.	1 2 3 4 5
	Changes _____	

	Resources Required _____	

SOCIAL STUDIES

Current Status						Desired Status				
1	2	3	4	5	2. The social studies program provides students with opportunities for intensive and recurrent study of cultural, racial, religious, and ethnic groups. Changes _____ Resources Required _____	1	2	3	4	5
1	2	3	4	5	3. The social studies program is organized to develop proficiency in methods of inquiry in the social sciences and in techniques for processing social data. Changes _____ Resources Required _____	1	2	3	4	5
1	2	3	4	5	4. The social studies program maintains some balance between the immediate social environment of students and the larger social world. Changes _____ Resources Required _____	1	2	3	4	5
1	2	3	4	5	5. The social studies program is based upon objectives representing knowledge, abilities, valuing, and social participation. Changes _____ Resources Required _____	1	2	3	4	5

SOCIAL STUDIES

Current Status						Desired Status				
1	2	3	4	5	6. The social studies program is organized to help students formulate and test hypotheses by gathering and analyzing data. Changes _____ Resources Required _____	1	2	3	4	5
1	2	3	4	5	7. The social studies program encourages students to analyze and formulate potential resolutions for controversial problems. Changes _____ Resources Required _____	1	2	3	4	5
1	2	3	4	5	8. The social studies program makes use of	1	2	3	4	5
1	2	3	4	5	8.1 globes	1	2	3	4	5
1	2	3	4	5	8.2 maps	1	2	3	4	5
1	2	3	4	5	8.3 models	1	2	3	4	5
1	2	3	4	5	8.4 wide range of print material Changes _____ Resources Required _____	1	2	3	4	5
1	2	3	4	5	9. The social studies program is organized to use the school and community as a learning laboratory. Changes _____ Resources Required _____	1	2	3	4	5

SOCIAL STUDIES

Current Status						Desired Status				
1	2	3	4	5	10. The social studies program enables students to relate their experiences in social studies to other areas of experience.	1	2	3	4	5
					Changes _____					

					Resources Required _____					

1	2	3	4	5	11. The social studies program includes all of the social sciences and the history of the United States and the Western and non-Western worlds.	1	2	3	4	5
					Changes _____					

					Resources Required _____					

- What program characteristics should be added to those identified?

1	2	3	4	5	1. _____	1	2	3	4	5

					Changes _____					

					Resources Required _____					

SOCIAL STUDIES

Current Status						Desired Status					
1	2	3	4	5	2.	_____	1	2	3	4	5

						Changes _____					

						Resources Required _____					

- What other sources of data should be evaluated for a better understanding of the effectiveness of pupil learning in social studies?

- What conclusions can be drawn from the review of the social studies program?

- List in order of priority the recommendations that need to be implemented to enhance the overall effectiveness of pupil learning in social studies.

EDUCATIONAL OPTIONS

C. EDUCATIONAL OPTIONS

For each of the statements below, circle the number to the left, which best reflects your judgment as to the current status of the practice (1-low, 5-high). To the right of the statement, circle the number which indicates the status desired for the practice in your district. Provide a summary of changes and resources required to bring about a better match where a discrepancy exists between the current and desired status.

Current Status		Desired Status
1 2 3 4 5	1. Student learning needs have been assessed to determine if the current curriculum is sufficient for meeting the identified needs. Changes _____ Resources Required _____	1 2 3 4 5
1 2 3 4 5	2. Staff, students, parents, and community representatives have been consulted regarding the merits and limitations of educational options. Changes _____ Resources Required _____	1 2 3 4 5
1 2 3 4 5	3. Board of education policy for educational options is consistent with and reflective of the adopted philosophy, educational goals, and courses of study of the district. Changes _____ Resources Required _____	1 2 3 4 5

EDUCATIONAL OPTIONS

Current Status						Desired Status				
1	2	3	4	5	4. A program of educational options is available at both the elementary and secondary school levels. Changes _____ Resources Required _____	1	2	3	4	5
1	2	3	4	5	5. Options for extending pupil opportunities, in addition to those defined by standards, have been identified by the board of education. Changes _____ Resources Required _____	1	2	3	4	5
1	2	3	4	5	6. Educational options available in the district permit students to develop competencies, interests, and attitudes needed to further their goals. Changes _____ Resources Required _____	1	2	3	4	5
1	2	3	4	5	7. Written procedures or guidelines have been developed to ensure timely, equitable, and appropriate review of all requests to pursue educational options. Changes _____ Resources Required _____	1	2	3	4	5

EDUCATIONAL OPTIONS

Current Status		Desired Status
1 2 3 4 5	8. The educational options program is envisioned as a program with long-term benefits and not a "short-cut" for promotion and/or graduation. Changes _____ Resources Required _____	1 2 3 4 5
1 2 3 4 5	9. The educational options program is efficiently administered and adequately supervised to assure that appropriate educational outcomes are attained. Changes _____ Resources Required _____	1 2 3 4 5
1 2 3 4 5	10. The availability of educational options has resulted in increased community involvement in the educational process. Changes _____ Resources Required _____	1 2 3 4 5
1 2 3 4 5	11. The educational options program has been evaluated to determine its strengths, weaknesses, and overall effectiveness in meeting student learning needs. Changes _____ Resources Required _____	1 2 3 4 5

EDUCATIONAL OPTIONS

- What statements should be added to those identified?

Current Status						Desired Status				
1	2	3	4	5	1.	1	2	3	4	5

					Changes _____					

					Resources Required _____					

1	2	3	4	5	2.	1	2	3	4	5

					Changes _____					

					Resources Required _____					

- What other sources of data should be evaluated in the review of educational options?

- What conclusions can be drawn from the review of educational options?
- List in order of priority the recommendations that need to be implemented relative to educational options.

EXPERIMENTAL PROGRAM

D. EXPERIMENTAL PROGRAM

For each of the statements, circle the number to the left, which best reflects your judgment as to the current status of the practice (1-low, 5-high). To the right of the statement, circle the number which indicates the status desired for the practice in your district. Provide a summary of changes and resources required to bring about a better match in each instance where a discrepancy exists between the current and desired status.

Current Status						Desired Status				
1	2	3	4	5	1. A policy has been adopted which defines the board of education's position toward experimental programs. Changes _____ Resources Required _____	1	2	3	4	5
1	2	3	4	5	2. A procedure has been developed which enables staff members to initiate an experimental program. Changes _____ Resources Required _____	1	2	3	4	5
1	2	3	4	5	3. Teachers have been made aware of the opportunity to develop experimental programs. Changes _____ Resources Required _____	1	2	3	4	5

EXPERIMENTAL PROGRAM

1 2 3 4 5	4. Once an experimental program has been approved, both financial and human resources are made available to support the program. Changes _____ Resources Required _____	1 2 3 4 5
1 2 3 4 5	5. A procedure is in place which directs 5.1. a yearly review of the experimental program	1 2 3 4 5
1 2 3 4 5	5.2. regular reporting to the school staff regarding the progress of the experimental program	1 2 3 4 5
1 2 3 4 5	5.3. the movement of the experimental program toward a permanent part of the curriculum	1 2 3 4 5

- What statements should be added to those identified?

1 2 3 4 5	1. _____ Changes _____ Resources Required _____	1 2 3 4 5
1 2 3 4 5	2. _____ Changes _____ Resources Required _____	1 2 3 4 5

EXPERIMENTAL PROGRAM

- What other sources of data should be evaluated in the review of experimental programs?
- What conclusions can be drawn from the review of experimental programs?
- List in order of priority the recommendations that need to be implemented relative to experimental programs.

EDUCATIONAL RESOURCES

IV. EDUCATIONAL RESOURCES

A. CERTIFICATED AND CLASSIFIED STAFF

For each of the statements, circle the number to the left, which best reflects your judgment as to the current status of the practice (1-low, 5-high). To the right of the statement, circle the number which indicates the status desired for the practice in your district. Provide a summary of changes and resources required to bring about a better match in each instance where a discrepancy exists between the current and desired status.

Current Status						Desired Status				
1	2	3	4	5	1. All art, music, and physical education specialists teaching in the elementary grades have special certificates for their assignments. Changes _____ _____ Resources Required _____ _____	1	2	3	4	5
1	2	3	4	5	2. Middle schools and junior high schools have a balanced staff of elementary and secondary certificated teachers. Changes _____ _____ Resources Required _____ _____	1	2	3	4	5
1	2	3	4	5	3. No more than 25 pupils are assigned to each classroom for instruction. Changes _____ _____ Resources Required _____ _____	1	2	3	4	5

STAFF

Current Status						Desired Status				
1	2	3	4	5		1	2	3	4	5
					4. Each school receives services from all educational service personnel: counselor, librarian, school nurse, visiting teacher, and elementary art, music, and physical education specialists. Changes _____ Resources Required _____					
					5. Principals are assigned full time to one school. Changes _____ Resources Required _____					
					6. Instructional supervisors are available within the district. Changes _____ Resources Required _____					
					7. Classified staff are provided opportunities for inservice education. Changes _____ Resources Required _____					
					8. Teachers as well as administrators have opportunities to visit other schools. Changes _____ Resources Required _____					

STAFF

Current Status		Desired Status
	9. Teachers are encouraged to improve instructional effectiveness by participating in	
1 2 3 4 5	9.1 postgraduate college work	1 2 3 4 5
1 2 3 4 5	9.2 professional conferences	1 2 3 4 5
1 2 3 4 5	9.3 inservice education	1 2 3 4 5
	Changes _____	
	Resources Required _____	
1 2 3 4 5	10. A portion of the library budget is designated for books and publications for the professional staff.	1 2 3 4 5
	Changes _____	
	Resources Required _____	
1 2 3 4 5	11. A library for professional staff is housed at the school site.	1 2 3 4 5
	Changes _____	
	Resources Required _____	
1 2 3 4 5	12. All full-time teachers are allocated at least 200 minutes per week for instructional planning, evaluation, and conferences.	1 2 3 4 5
	Changes _____	
	Resources Required _____	

- What statements should be added to those identified?

STAFF

Current Status						Desired Status					
1	2	3	4	5	1.	_____	1	2	3	4	5

					Changes	_____					

					Resources Required	_____					

1	2	3	4	5	2.	_____	1	2	3	4	5

					Changes	_____					

					Resources Required	_____					

- What other sources of data should be evaluated in review of the certificated and classified staff?
- What conclusions can be drawn from the review of certificated and classified staff?
- List in order of priority the recommendations that need to be implemented relative to certificated and classified staff.

INSTRUCTIONAL MATERIALS

B. INSTRUCTIONAL MATERIALS AND EQUIPMENT, INCLUDING LIBRARY

For each of the statements, circle the number to the left, which best reflects your judgment as to the current status of the practice (1-low, 5-high). To the right of the statement, circle the number which indicates the status desired for the practice in your district. Provide a summary of changes and resources required to bring about a better match in each instance where a discrepancy exists between the current and desired status.

Current Status						Desired Status				
1	2	3	4	5	1. Textbooks and supplemental materials for all subjects are selected to accommodate a wide range of reading abilities, interests, and learning styles. Changes _____ Resources Required _____	1	2	3	4	5
1	2	3	4	5	2. Classroom sets of reference and supplemental materials are appropriately placed throughout the school. Changes _____ Resources Required _____	1	2	3	4	5
1	2	3	4	5	3. There is certificated media staff at each building. Changes _____ Resources Required _____	1	2	3	4	5
1	2	3	4	5	4. All media are cataloged using a nationally recognized classification system. Changes _____ Resources Required _____	1	2	3	4	5

INSTRUCTIONAL MATERIALS

Current Status						Desired Status				
1	2	3	4	5	5. The collection of resources supports all curricular areas. Changes _____ Resources Required _____	1	2	3	4	5
1	2	3	4	5	6. A wide range of equipment and supplies is available for courses designed to provide laboratory experiences. Changes _____ Resources Required _____	1	2	3	4	5
1	2	3	4	5	7. Resources are evaluated regularly, and inappropriate, obsolete materials are discarded. Changes _____ Resources Required _____	1	2	3	4	5
1	2	3	4	5	8. Scheduling permits all students daily access to the library. Changes _____ Resources Required _____	1	2	3	4	5
1	2	3	4	5	9. Teachers have easy access to audio and visual equipment for instructional use. Changes _____ Resources Required _____	1	2	3	4	5

INSTRUCTIONAL MATERIALS

Current Status						Desired Status				
1	2	3	4	5	10. Teachers receive inservice training on the use of instructional audio and visual equipment. Changes _____ _____ Resources Required _____ _____	1	2	3	4	5
1	2	3	4	5	11. Teachers can select instructional television series which best reflect the curriculum. Changes _____ _____ Resources Required _____ _____	1	2	3	4	5
1	2	3	4	5	12. School videotape or videocassette recorders are available for off-air recording or instructional television programming for later replay or storage. Changes _____ _____ Resources Required _____ _____	1	2	3	4	5

- What statements should be added to those identified?

INSTRUCTIONAL MATERIALS

Current Status						Desired Status				
1	2	3	4	5		1	2	3	4	5
					1.					
					Changes					
					Resources Required					
					2.					
					Changes					
					Resources Required					

- What other sources of data should be evaluated in review of instructional materials and equipment?
- What conclusions can be drawn from the review of instructional materials and equipment?
- List in order of priority the recommendations that need to be implemented relative to instructional materials and equipment.

FACILITIES

C. FACILITIES

For each of the statements, circle the number to the left which best reflects your judgment as to the current status of the practice (1-low, 5-high). To the right of the statement, circle the number which indicates the status desired for the practice in your district. Provide a summary of changes and resources required to bring about a better match in each instance where a discrepancy exists between the current and desired status.

Current Status		Desired Status
1 2 3 4 5	1. The safety and security of the building and grounds have been assured through appropriate measures. Changes _____ Resources Required _____	1 2 3 4 5
1 2 3 4 5	2. The building and grounds show evidence that special attention has been given to cleanliness and attractiveness. Changes _____ Resources Required _____	1 2 3 4 5
1 2 3 4 5	3. Student and staff physical needs are met through 3.1 sufficient lighting 3.2 comfortable temperature 3.3 proper ventilation 3.4 clean and well-equipped restrooms 3.5 properly operating water fountains 3.6 secure lockers and storage Changes _____ Resources Required _____	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5

FACILITIES

Current Status		Desired Status
1 2 3 4 5	4. Staff members have available the	1 2 3 4 5
1 2 3 4 5	4.1 professional library study room	1 2 3 4 5
1 2 3 4 5	4.2 separate parent conference room with telephone	1 2 3 4 5
1 2 3 4 5	4.3 workrooms	1 2 3 4 5
	Changes _____	
	Resources Required _____	
1 2 3 4 5	5. The building shows evidence of an ongoing maintenance program.	1 2 3 4 5
	Changes _____	
	Resources Required _____	
1 2 3 4 5	6. The central office complex provides adequate space for administrative and clerical staff, reception area and/or waiting room.	1 2 3 4 5
	Changes _____	
	Resources Required _____	
1 2 3 4 5	7. The food service facility is designed to be fast, efficient and of sufficient size to accommodate the student population.	1 2 3 4 5
	Changes _____	
	Resources Required _____	

FACILITIES

Current Status		Desired Status
	8. Student personnel services facilities include	
1 2 3 4 5	8.1 health clinic	1 2 3 4 5
1 2 3 4 5	8.2 guidance department	1 2 3 4 5
1 2 3 4 5	8.3 attendance office	1 2 3 4 5
1 2 3 4 5	8.4 group meeting room	1 2 3 4 5
	Changes _____	
	Resources Required _____	
	9. The library learning center has	
1 2 3 4 5	9.1 individual study carrels	1 2 3 4 5
1 2 3 4 5	9.2 sufficient book shelves	1 2 3 4 5
1 2 3 4 5	9.3 individualized audiovisual and computer seating areas	1 2 3 4 5
1 2 3 4 5	9.4 classrooms	1 2 3 4 5
	Changes _____	
	Resources Required _____	
1 2 3 4 5	10. The building structure provides for the special needs of the physically handicapped as defined in Public Law 94-142.	1 2 3 4 5
	Changes _____	
	Resources Required _____	
1 2 3 4 5	11. An auditorium or multipurpose room is available for use by the student body and community.	1 2 3 4 5
	Changes _____	
	Resources Required _____	
1 2 3 4 5	12. The building provides facilities that meet the diversified needs of specialized programs.	1 2 3 4 5
	Changes _____	
	Resources Required _____	

FACILITIES

- What statements should be added to those identified?

Current Status						Desired Status				
1	2	3	4	5		1	2	3	4	5
					1.					
					Changes					
					Resources Required					
					2.					
					Changes					
					Resources Required					

- What other sources of data should be evaluated in the review of facilities?
- What conclusions can be drawn from the review of facilities?
- List in order of priority the recommendations that need to be implemented relative to facilities.

HEALTH AND SAFETY

D. PUPIL HEALTH AND SAFETY

For each of the statements, circle the number to the left which best reflects your judgment as to the current status of the practice (1-low, 5-high). To the right of the statement, circle the number which indicates the status desired for the practice in your district. Provide a summary of changes and resources required to bring about a better match in each instance where a discrepancy exists between the current and desired status.

Current Status		Desired Status
1 2 3 4 5	1. Administrative procedures have been implemented to assure student safety in case of fire, tornado, or other disaster. Changes _____ Resources Required _____	1 2 3 4 5
1 2 3 4 5	2. The staff has been trained in CPR and emergency first aid. Changes _____ Resources Required _____	1 2 3 4 5
1 2 3 4 5	3. Fire extinguishers and fire hydrants have been maintained and the staff has been trained in their proper use. Changes _____ Resources Required _____	1 2 3 4 5
1 2 3 4 5	4. All staff and students' emergency phone numbers and medical authorization forms are current and accessible in a central location. Changes _____ Resources Required _____	1 2 3 4 5

HEALTH AND SAFETY

Current Status		Desired Status
1 2 3 4 5	5. Restroom facilities are	1 2 3 4 5
1 2 3 4 5	5.1 functional	1 2 3 4 5
1 2 3 4 5	5.2 well-equipped with hot water, soap, and paper products	1 2 3 4 5
1 2 3 4 5	5.3 cleaned regularly	1 2 3 4 5
1 2 3 4 5	5.4 equipped for handicapped students	1 2 3 4 5
	Changes _____	
	Resources Required _____	
1 2 3 4 5	6. Stadium, gymnasium, and auditorium seating is inspected annually for up-keep and safety.	1 2 3 4 5
	Changes _____	
	Resources Required _____	
1 2 3 4 5	7. Showers and locker room facilities are cleaned regularly.	1 2 3 4 5
	Changes _____	
	Resources Required _____	
1 2 3 4 5	8. The health clinic is properly equipped.	1 2 3 4 5
	Changes _____	
	Resources Required _____	
1 2 3 4 5	9. The health clinic is staffed with trained personnel.	1 2 3 4 5
	Changes _____	
	Resources Required _____	

HEALTH AND SAFETY

Current Status						Desired Status				
1	2	3	4	5	10. The school has an ongoing program of accident prevention and potential hazard detection, especially for flammable sources.	1	2	3	4	5
					Changes _____					
					Resources Required _____					
1	2	3	4	5	11. All bells and alarms are operational and equipped with visual sentinels for the hearing impaired.	1	2	3	4	5
					Changes _____					
					Resources Required _____					
					12. Halls are					
1	2	3	4	5	12.1 adequate in size	1	2	3	4	5
1	2	3	4	5	12.2 safe	1	2	3	4	5
1	2	3	4	5	12.3 well lighted	1	2	3	4	5
1	2	3	4	5	12.4 uncluttered	1	2	3	4	5
					Changes _____					
					Resources Required _____					
					13. Stairways are					
1	2	3	4	5	13.1 adequate in size	1	2	3	4	5
1	2	3	4	5	13.2 safe	1	2	3	4	5
1	2	3	4	5	13.3 well lighted	1	2	3	4	5
1	2	3	4	5	13.4 uncluttered	1	2	3	4	5
					Changes _____					
					Resources Required _____					

HEALTH AND SAFETY

Current Status						Desired Status				
1	2	3	4	5	14. Clearly marked crosswalks, proper signs, and traffic controls assure student safety. Changes _____ Resources Required _____	1	2	3	4	5
1	2	3	4	5	15. Laboratory facilities are designed and utilized to ensure the safety of students. Changes _____ Resources Required _____	1	2	3	4	5
1	2	3	4	5	16. All school doors are operable with ready exit but controlled access to those entering. Changes _____ Resources Required _____	1	2	3	4	5

- What statements should be added to those identified?

1	2	3	4	5	1. _____ _____ Changes _____ Resources Required _____	1	2	3	4	5
---	---	---	---	---	--	---	---	---	---	---

HEALTH AND SAFETY

Current Status						Desired Status				
1	2	3	4	5		1	2	3	4	5
					2.					
					Changes					
					Resources Required					

- What other sources of data should be evaluated in review of pupil health and safety?
- What conclusions can be drawn from the review of pupil health and safety?
- List in order of priority the recommendations that need to be implemented relative to pupil health and safety.

CUMULATIVE RECORDS

E. PUPIL CUMULATIVE RECORDS

For each of the statements, circle the number to the left, which best reflects your judgment as to the current status of the practice (1-low, 5-high). To the right of the statement, circle the number which indicates the status desired for the practice in your district. Provide a summary of changes and resources required to bring about a better match in each instance where a discrepancy exists between the current and desired status.

Current Status		Desired Status
	1. A cumulative record is maintained for each pupil and contains the following information:	
1 2 3 4 5	1.1 identifying data	1 2 3 4 5
1 2 3 4 5	1.2 assignment	1 2 3 4 5
1 2 3 4 5	1.3 progress information	1 2 3 4 5
1 2 3 4 5	1.4 attendance	1 2 3 4 5
1 2 3 4 5	1.5 test scores	1 2 3 4 5
	Changes _____	
	Resources Required _____	
1 2 3 4 5	2. Provisions are made for filing supplemental data with cumulative records.	1 2 3 4 5
	Changes _____	
	Resources Required _____	
1 2 3 4 5	3. Cumulative records are kept secure in a centralized location.	1 2 3 4 5
	Changes _____	
	Resources Required _____	
1 2 3 4 5	4. Cumulative records are accessible to	1 2 3 4 5
1 2 3 4 5	4.1 authorized staff	1 2 3 4 5
	4.2 law enforcement personnel	
	Changes _____	
	Resources Required _____	

CUMULATIVE RECORDS

Current Status						Desired Status				
1	2	3	4	5	5. A photograph is included with each student's cumulative record. Changes _____ _____ Resources Required _____ _____	1	2	3	4	5
1	2	3	4	5	6. Additions and corrections are made to cumulative records at regular intervals according to established guidelines. Changes _____ _____ Resources Required _____ _____	1	2	3	4	5
1	2	3	4	5	7. Cumulative records should not be taken from the building except when being transferred to another school or being stored. Changes _____ _____ Resources Required _____ _____	1	2	3	4	5
1	2	3	4	5	8. The district has made provision for storage of older cumulative records on microfilm, computer disc, or other microform to reduce storage space requirements. Changes _____ _____ Resources Required _____ _____	1	2	3	4	5

- What statements should be added to those identified?

CUMULATIVE RECORDS

Current Status						Desired Status				
1	2	3	4	5	1.	1	2	3	4	5

					Changes _____					

					Resources Required _____					

1	2	3	4	5	2.	1	2	3	4	5

					Changes _____					

					Resources Required _____					

- What other sources of data should be evaluated in review of cumulative records?
- What conclusions can be drawn from the review of cumulative records?
- List in order of priority the recommendations that need to be implemented relative to cumulative records.

ADMISSION, PLACEMENT & WITHDRAWAL

F. PUPIL ADMISSION, PLACEMENT, AND WITHDRAWAL PROCEDURES

For each of the statements, circle the number to the left, which best reflects your judgment as to the current status of the practice (1-low, 5-high). To the right of the statement, circle the number which indicates the status desired for the practice in your district. Provide a summary of changes and resources required to bring about a better match in each instance where a discrepancy exists between the current and desired status.

Current Status						Desired Status				
1	2	3	4	5	1. Admission, placement, and withdrawal procedures are addressed in the school handbook. Changes _____ Resources Required _____	1	2	3	4	5
1	2	3	4	5	2. Kindergarten enrollment and attendance are encouraged through community bulletins, letters, and news articles. Changes _____ Resources Required _____	1	2	3	4	5
1	2	3	4	5	3. The school provides kindergarten orientation meetings before the kindergarten year begins. Changes _____ Resources Required _____	1	2	3	4	5

ADMISSION, PLACEMENT & WITHDRAWAL

Current Status						Desired Status				
1	2	3	4	5	4. The school provides orientation for all new students and those beginning a new school organization. Changes _____ Resources Required _____	1	2	3	4	5
1	2	3	4	5	5. Multiple criteria have been developed to enable administrators to place students who enter school without records. Changes _____ Resources Required _____	1	2	3	4	5
1	2	3	4	5	6. Counseling services are mandatory for all secondary students considering withdrawal from school. Changes _____ Resources Required _____	1	2	3	4	5

- What statements should be added to those identified?

1	2	3	4	5	1. _____ _____ Changes _____ Resources Required _____	1	2	3	4	5
---	---	---	---	---	--	---	---	---	---	---

ADMISSION, PLACEMENT & WITHDRAWAL

Current Status						Desired Status				
1	2	3	4	5		1	2	3	4	5
					2.					
					Changes					
					Resources Required					

- What other sources of data should be evaluated in the review of pupil admission, placement, and withdrawal procedures?
- What conclusions can be drawn from the review of pupil admission, placement, and withdrawal procedures?
- List in order of priority the recommendations that need to be implemented relative to pupil admission, placement, and withdrawal procedures.

ATTENDANCE AND CONDUCT

G. PUPIL ATTENDANCE AND CONDUCT

For each of the statements, circle the number to the left, which best reflects your judgment as to the current status of the practice (1-low, 5-high). To the right of the statement, circle the number which indicates the status desired for the practice in your district. Provide a summary of changes and resources required to bring about a better match in each instance where a discrepancy exists between the current and desired status.

Current Status						Desired Status				
1	2	3	4	5	1. The code of conduct is clear, reasonable, and enforceable. Changes _____ Resources Required _____	1	2	3	4	5
1	2	3	4	5	2. The code of conduct is sufficiently flexible to deal with unexpected circumstances or behaviors. Changes _____ Resources Required _____	1	2	3	4	5
1	2	3	4	5	3. The code of conduct clearly outlines student rights and responsibilities and gives particular attention to freedom of speech and student publications. Changes _____ Resources Required _____	1	2	3	4	5
1	2	3	4	5	4. The code of conduct is evaluated regularly and applicable policies and rules are constantly updated. Changes _____ Resources Required _____	1	2	3	4	5

ATTENDANCE AND CONDUCT

Current Status						Desired Status				
1	2	3	4	5	5. A representative sampling of the total school community has provided input for code of conduct review. Changes _____ _____ Resources Required _____ _____	1	2	3	4	5
1	2	3	4	5	6. Teachers follow a prescribed procedure when students have unexcused absences. Changes _____ _____ Resources Required _____ _____	1	2	3	4	5
1	2	3	4	5	7. The district has developed methods for recognizing good attendance records. Changes _____ _____ Resources Required _____ _____	1	2	3	4	5

• What statements should be added to those identified?

1	2	3	4	5	1. _____ _____ _____ Changes _____ _____ Resources Required _____ _____	1	2	3	4	5
---	---	---	---	---	--	---	---	---	---	---

ATTENDANCE AND CONDUCT

Current Status						Desired Status				
1	2	3	4	5		1	2	3	4	5
					2.					
					Changes					
					Resources Required					

- What other sources of data should be evaluated in the review of pupil attendance and conduct?
- What conclusions can be drawn from the review of pupil attendance and conduct?
- List in order of priority the recommendations that need to be implemented relative to pupil attendance and conduct.

GUIDANCE SERVICES

H. SCHOOL GUIDANCE SERVICES

For each of the statements, circle the number to the left which best reflects your judgment as to the current status of the practice (1-low, 5-high). To the right of the statement, circle the number which indicates the status desired for the practice in your district. Provide a summary of changes and resources required to bring about a better match in each instance where a discrepancy exists between the current and desired status.

Current Status		Desired Status
1 2 3 4 5	1. The board of education has identified at least one professional staff member to coordinate all guidance services. Changes _____ Resources Required _____	1 2 3 4 5
1 2 3 4 5	2. A guidance advisory committee has been established. Changes _____ Resources Required _____	1 2 3 4 5
1 2 3 4 5	3. A needs assessment has been developed and conducted in order to provide a more relevant guidance plan. Changes _____ Resources Required _____	1 2 3 4 5
1 2 3 4 5	4. Teachers, counselors, and other staff members at all grade levels are involved in the implementation of a balanced K-12 guidance plan. Changes _____ Resources Required _____	1 2 3 4 5

GUIDANCE SERVICES

Current Status						Desired Status				
1	2	3	4	5	5. There is provision for the collection, maintenance, and dissemination of current educational, career, civic, personal, and social growth opportunities. Changes _____ Resources Required _____	1	2	3	4	5
1	2	3	4	5	6. Parents and students know procedures for contacting and conferring with the counselor. Changes _____ Resources Required _____	1	2	3	4	5
1	2	3	4	5	7. The guidance program enables students to identify and explore their abilities, achievements, interests, and aptitudes in order to make better educational, career, personal, and social decisions. Changes _____ Resources Required _____	1	2	3	4	5
1	2	3	4	5	8. Students have access to their records. Changes _____ Resources Required _____	1	2	3	4	5
1	2	3	4	5	9. Students receive aid in understanding their records. Changes _____ Resources Required _____	1	2	3	4	5

GUIDANCE SERVICES

Current Status						Desired Status				
1	2	3	4	5	10. Students receive group guidance opportunities. Changes _____ _____ Resources Required _____ _____	1	2	3	4	5
1	2	3	4	5	11. There are individual and small group counseling activities which allow students opportunities to discuss their concerns and decisions. Changes _____ _____ Resources Required _____ _____	1	2	3	4	5
1	2	3	4	5	12. Procedures exist to provide opportunities for concerned adults to consult with one another for the optimum benefit of students. Changes _____ _____ Resources Required _____ _____	1	2	3	4	5
1	2	3	4	5	13. The portion of the guidance plan which deals with the harmful effects of drugs, alcohol and tobacco stresses the effectiveness of prevention and early intervention. Changes _____ _____ Resources Required _____ _____	1	2	3	4	5
1	2	3	4	5	14. Parents are provided opportunities for individual and group discussions concerning the personal, social, educational, career, and civic development of their children. Changes _____ _____ Resources Required _____ _____	1	2	3	4	5

GUIDANCE SERVICES

Current Status						Desired Status				
1	2	3	4	5	15. Guidance services include identification of school and community resources. Changes _____ _____ Resources Required _____ _____	1	2	3	4	5
					16. Placement services being provided include					
1	2	3	4	5	16.1 appropriate educational programs	1	2	3	4	5
1	2	3	4	5	16.2 special interest classes	1	2	3	4	5
1	2	3	4	5	16.3 extracurricular activities	1	2	3	4	5
1	2	3	4	5	16.4 groups within classes	1	2	3	4	5
1	2	3	4	5	16.5 community support groups	1	2	3	4	5
1	2	3	4	5	16.6 part-time or full-time employment	1	2	3	4	5
					Changes _____ _____					
					Resources Required _____ _____					
1	2	3	4	5	17. Inservice education has been provided to assist teachers and counselors in implementing the guidance plan. Changes _____ _____	1	2	3	4	5
					Resources Required _____ _____					
1	2	3	4	5	18. Evaluation of the guidance program includes study of research and follow-up data for use in modification of guidance services. Changes _____ _____	1	2	3	4	5
					Resources Required _____ _____					

GUIDANCE SERVICES

- What statements should be added to those identified?

Current Status						Desired Status				
1	2	3	4	5	1.	1	2	3	4	5

					Changes _____					

					Resources Required _____					

1	2	3	4	5	2.	1	2	3	4	5

					Changes _____					

					Resources Required _____					

- What other sources of data should be evaluated in the review of school guidance services?

- **What conclusions can be drawn from the review of school guidance services?**
- **List in order of priority the recommendations that need to be implemented relative to school guidance services.**

ACTIVITY PROGRAMS

I. PUPIL ACTIVITY PROGRAM

For each of the statements, circle the number to the left, which best reflects your judgment as to the current status of the practice (1-low, 5-high). To the right of the statement, circle the number which indicates the status desired for the practice in your district. Provide a summary of changes and resources required to bring about a better match in each instance where a discrepancy exists between the current and desired status.

Current Status		Desired Status
1 2 3 4 5	1. All student activity programs function within the framework of the educational and organizational policies of the board of education. Changes _____ Resources Required _____	1 2 3 4 5
1 2 3 4 5	2. The board of education has authorized the student activity programs that are operational. Changes _____ Resources Required _____	1 2 3 4 5
1 2 3 4 5	3. The student activity program 3.1 enriches the curriculum 3.2 provides new learning experiences 3.3 promotes interest in classroom work 3.4 improves morale and discipline Changes _____ Resources Required _____	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5

ACTIVITY PROGRAMS

Current Status						Desired Status				
1	2	3	4	5	4. The board of education has adopted policies to govern student activity funds. Changes _____ _____ Resources Required _____ _____	1	2	3	4	5
1	2	3	4	5	5. Fund-raising events to support student activity programs are effectively coordinated by school personnel. Changes _____ _____ Resources Required _____ _____	1	2	3	4	5
1	2	3	4	5	6. Projects for raising student activity money contribute to the educational experience of students and to the instructional program. Changes _____ _____ Resources Required _____ _____	1	2	3	4	5

- What statements should be added to those identified?

ACTIVITY PROGRAMS

Current Status						Desired Status				
1	2	3	4	5	1.	1	2	3	4	5
					Changes					
					Resources Required					
1	2	3	4	5	2.	1	2	3	4	5
					Changes					
					Resources Required					

- What other sources of data should be evaluated in the review of the pupil activity program?

- What conclusions can be drawn from the review of the pupil activity program?

- List in order of priority the recommendations that need to be implemented relative to the pupil activity program.

COMMUNITY RELATIONS PROGRAM

J. COMMUNITY RELATIONS PROGRAM

For each of the statements, circle the number to the left, which best reflects your judgment as to the current status of the practice (1-low, 5-high). To the right of the statement, circle the number which indicates the status desired for the practice in your district. Provide a summary of changes and resources required to bring about a better match in each instance where a discrepancy exists between the current and desired status.

Current Status						Desired Status				
1	2	3	4	5	1. Goals of a comprehensive school-community relations program have been identified. Changes _____ Resources Required _____	1	2	3	4	5
1	2	3	4	5	2. A budget has been approved by the board of education for implementing a school-community relations program. Changes _____ Resources Required _____	1	2	3	4	5
1	2	3	4	5	3. Specific responsibilities for conducting the school-community relations program have been assigned. Changes _____ Resources Required _____	1	2	3	4	5
1	2	3	4	5	4. A formal communication plan has been prepared. Changes _____ Resources Required _____	1	2	3	4	5

COMMUNITY RELATIONS PROGRAM

Current Status						Desired Status				
1	2	3	4	5	5. The communication plan includes a variety of media and program approaches. Changes _____ _____ Resources Required _____ _____	1	2	3	4	5
1	2	3	4	5	6. Key audiences of the school-community, both internal and external, have been identified. Changes _____ _____ Resources Required _____ _____	1	2	3	4	5
1	2	3	4	5	7. Training in effective school-community relations practices has been conducted for professional and support staff. Changes _____ _____ Resources Required _____ _____	1	2	3	4	5
1	2	3	4	5	8. Provisions for obtaining feedback from various audiences are included in the communication plan. Changes _____ _____ Resources Required _____ _____	1	2	3	4	5
1	2	3	4	5	9. All aspects of the school-community relations program are evaluated annually. Changes _____ _____ Resources Required _____ _____	1	2	3	4	5

COMMUNITY RELATIONS PROGRAM

- What statements should be added to those identified?

Current Status						Desired Status				
1	2	3	4	5		1	2	3	4	5
					1.					
					Changes					
					Resources Required					
					2.					
					Changes					
					Resources Required					

- What other sources of data should be evaluated in the review of the community relations program?

- What conclusions can be drawn from the review of the community relations program?
- List in order of priority the recommendations that need to be implemented relative to the community relations program.

FIVE-YEAR SCHEDULES

V. EXAMPLES OF FIVE-YEAR SCHEDULES

The following are examples of plans for meeting the self-evaluation requirements of Minimum Standards for Elementary and Secondary Schools, Rules 3301-35-02(E) and 03(K).

PLAN I

DATE	EDUCATIONAL PROGRAM*	EDUCATIONAL RESOURCES
1985-86	ENGLISH LANGUAGE ARTS READING Philosophy of Education, Goals	Instructional Materials and Equipment Community Relations
1986-87	MATHEMATICS FINE ARTS Educational Options (optional)	Pupil Health and Safety Pupil Attendance and Conduct
1987-88	BUSINESS EDUCATION ECONOMICS INDUSTRIAL ARTS Experimental Programs (optional)	Pupil Cumulative Records Pupil Admission, Placement, and Withdrawal
1988-89	SOCIAL STUDIES FOREIGN LANGUAGES HOME ECONOMICS	School Guidance Services Pupil Activity Programs
1989-90	SCIENCE HEALTH EDUCATION PHYSICAL EDUCATION	Facilities Certificated and Classified Staff

*All program curriculum area evaluations should include review of courses of study and the competency based education program when appropriate.

FIVE-YEAR SCHEDULES

PLAN II

DATE	EDUCATIONAL PROGRAM*	EDUCATIONAL RESOURCES
1985-86	PHYSICAL EDUCATION FINE ARTS INDUSTRIAL ARTS HOME ECONOMICS	Pupil Health and Safety School Guidance Services
1986-87	SOCIAL STUDIES SCIENCE HEALTH EDUCATION	Community Relations Pupil Admission, Placement, and Withdrawal
1987-88	MATHEMATICS BUSINESS EDUCATION ECONOMICS Philosophy of Education, Goals	Instructional Materials and Equipment Certificated and Classified Staff
1988-89	ENGLISH LANGUAGE ARTS FOREIGN LANGUAGES Educational Options (optional)	Pupil Attendance and Conduct Pupil Activity Programs
1989-90	READING Experimental Programs (optional)	Facilities Pupil Cumulative Records

*All program curriculum area evaluations should include review of courses of study and the competency based education program when appropriate.

LEADERSHIP SERIES

NOTES

NOTES

LEADERSHIP SERIES

**Citizenship, Multicultural and
Human Relations Education**

**English Language Arts
Curriculum**

Conducting Self-Evaluation

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